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ABSTRACT

A study examined factors influencing cooperative relationships between educational institutions and employers. An historical analysis of the role of schooling over time (approximately 600 B.C. until post-World War II) in relation to preparing persons for work was conducted. The influences of current pressures, policies, and practices affecting schooling as preparation for work was also studied. The major portion of the study involved four different research efforts in Central Ohio to gather data on relationships between educational institutions and employers. Two involved collecting information from employers--using Emerging Occupations Research (EOR) and Employer Association Survey (EAS)--and two from educators--using Survey of School Officials (SSO) and Values Survey (VS). The EOR revealed a high degree of agreement with the idea that coordination between employers and educators is needed and useful. The EAS indicated that employers are relatively well satisfied with schools and appear willing to work with educators. The SSO indicated a positive educator attitude toward cooperating with business/industry. The VS identified values students and teachers believed a good employee would rank highest. Innovative processes to link education and employment were also determined, including cooperative activities, the National Manpower Institute, industry-initiated cooperation, professional associations, and occupational information. (YLB)

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AN EXAMINATION
OF
FACTORS INFLUENCING COOPERATIVE RELATIONSHIPS
BETWEEN EDUCATIONAL INSTITUTIONS
AND
EMPLOYING ORGANIZATIONS

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and
Community Service

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CE 025 621

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August, 1978

TABLE OF CONTENTS

I. Introduction.....1

II. A Historical Analysis of the Role of Schooling in Regards to the World of Work.....5

III. Current Pressures, Policies, and Practices Affecting Schooling as Preparation for Work.....22

IV. Original Survey Research.....35

Emerging Occupations Research.....39

Employer Association Survey.....46

Survey of School Officials.....56

Values Survey.....63

V. Innovative Practices.....80

VI. Summary and Conclusions.....88

Appendix.....93

I

INTRODUCTION

The purpose of this study is to examine the factors influencing cooperative relationships between educational institutions and employers. This issue of how schools relate to the organizations within their surrounding community is important in the understanding of the purposes and functioning of schools.

Problem Statement

Many current social problems which exist in American society are associated with a lack of congruence between "Education" and "The World of Work." Unemployment is one of the more obvious examples. Although economic conditions are the primary factors relating to unemployment, receiving training for a marketable skill also greatly affects an individual's employment potential. The problem of transition from school to work or mid-career changes or housewives re-entering the job market, are also related to the effectiveness of schools in preparing persons for working. Willard Wirtz, former Secretary of Labor, has indicated he feels life has been portioned into three time traps: schooling for youth, work for those in the middle years, and obsolescence for the aged.[1] The concept that all persons need not follow this traditional life pattern, that lifelong learning can be a possibility, is crucial in examining the functioning of schooling as it relates to employment and working. Counselors who are advising students about jobs and work expectations have often never worked outside schools. Information regarding the manpower needs of employers is often not available to the individual planning his or her vocational

education. Employers complain that high school graduates cannot complete a job application. All of the above examples are indicative of some lack of agreement about what the schools role is concerning preparation for employment and how that role is best carried out. Whether the specific problems cited are actually due to a failure on the part of educators is not the question. The issue is how can those involved in public education and those who employ persons effectively work towards the solution of these types of problems.

Assumptions

Inherent within this study are several preconceived notions:

1) Problems, such as those described above, exist within many American communities;

2) These problems are either directly or indirectly connected with the role and functioning of schools;

3) The problems will probably not go away by themselves;

4) It may be more effective to try to deal actively with the problems and possible solutions rather than not to try to attempt problem solving (laissez faire);

5) Increased study of the subject may facilitate a clearer perception of the problems and a more accurate understanding of the potential for varying alternatives to serve as solutions to the problems;

6) Therefore, examining various perspectives of the issue, looking at potential steps towards solution, and gathering new information serve a useful and needed purpose.

Questions

The questions which this study will attemt to answer include:

1) What are the historical and traditionally accepted opinions regarding the relationship between schooling and working?

2) What are currently accepted policies and practices regarding the relationship between schooling and working?

3) How have different communities tried to enhance the relationship between schooling and working?

4) Within Central Ohio, how do educators and employers perceive the relationship between schooling and working?[2]

5) What means would help to improve the relationship between educators and employers within the Central Ohio area?

Methodology

Following are the steps to be taken to try to answer the above stated questions:

1) An historical-philosophical analysis of the role of schooling in regards to the world of work;

2) A description of the legislative policies, recent social phenomonon, and current practices regarding schooling and working;

3) Original survey research involving various groups from the Central Ohio area;

4) A description of the attempts of several communities to actively solve the problem of too little communication between employers and educators.

These processes, the resultant findings, and possible conclusions and recommendations are to be presented within this study. It is hoped the information will be potentially useful for educators, employers, government manpower officials, labor leaders, community planners, and interested citizens. Although the information to be gathered will be particularly applicable for the Central Ohio community, the study should also be useful to those in other communities which are dealing with these same issues and the problems of relating schooling and working.

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2. See page 94 for a description of EMPACT - Emerging Manpower Project for the Assessment and Coordination of Training, through which some of these questions were first posed.

II

A HISTORICAL ANALYSIS OF THE ROLE OF SCHOOLING IN REGARDS TO THE WORLD OF WORK

The purpose of this chapter is to present a description of how the role of schooling has changed over time in relation to preparing persons for work. Work is being defined as that activity which an individual performs in order to earn monetary compensation. Learning and working are major parts of most persons' lives, and have been so in most time periods. All learning does not take place within schools, and all working does not take place at one's place of employment. However, much formalized learning is directed within the schools, and most work for pay in order to sustain oneself takes place in organizations which employ persons to accomplish stated goals of production or service. To examine the historical interaction and relation between the organizations in which these major activities are conducted can be a step towards understanding the nature of the functional relationship between schools and business/industry, government, and other employing entities. The purpose of looking at the role of schooling in regard to the world of work in the past is to increase our understanding of how and why current practices function as they do. In addition, one may gain a more informed basis for future planning.

This chapter is structured along a time continuum from approximately 600 B.C. until post World War II. The significance of these dates is that 600 B.C. is about when some of the earliest writing on school-work relations appeared in the literature of Western Societies, and following World War II the nature of vocational education in America

began changing appreciably. The geographic scope of the analysis centers broadly along western civilization lines until the advent of schooling within America at which point the focus narrows. The analysis has been conducted by examining both historical accounts of the literature of authors who spoke to the relation between schooling and working, and selected primary sources who addressed this issue. Philosophical accounts of how school ought or might relate to work are included as well as descriptions of actual practice. In general, the philosophy or purpose of education was not a major topic for discussion within most past times. Following are some of the more widely known opinions in which schooling is related to the world of work.

Ancient Civilizations

The literature attributed to Homer was in the form of epics. Within the Ninth Book of the Iliad a character within the story, Phoenix, while speaking to Achilles, reminds him that "your father sent me with you to teach you to be both a speaker of words and a doer of deeds." William Boyd[1] infers this to mean that the education of Achilles (a young man of the ruling class, destined to be a hero) is practical and related to skills needed in later life, particularly the military.

Later in time, Lycurgus of Sparta reorganized schooling to reflect the importance of military goals within education. If one's vocation is considered to be soldiering, Spartan schools could be thought to be providing vocational education.[2]

The education for young men in Athens was also practical, yet different from that of Sparta since the society had somewhat different values.[3] Isocrates (436-338 B.C.) established one of the first

permanent type schools for youth in which he "taught rhetoric and prepared his pupils for practical life."[4] His style of education emphasizes both teaching theory and the application of theory to actual cases.

Plato, on the other hand, concentrated his teaching on philosophical aspects and paid little attention to practicality. However, he has referred to what the ideal education of 'guardians' (soldiers) within the utopian society ought to be. This description is found within The Republic.[5] Plato's ideal of education of guardians and future statesmen involves the following steps:[6]

1) The selection of those to become guardians will include an assessment of aptitude;

2) Beginning education will include stories which reflect appropriate concepts and morals;

3) Music and gymnasium will be the major subjects taught;

4) From ages 17-20 there will be intensive military training;

5) After testing and selection procedures, a few will go on for advanced mathematics until age 30;

6) Following further screening, Dialectic will be taught for five years;

7) From ages 35-50, experience will be the teacher;

8) Study and governing the state will be the major activities of those who by age 50 have best profited from earlier learning.[6]

Around this same time, Socrates was promoting the concept that virtue is knowledge[7] and that learning is intrinsically valuable. Therefore, the major purposes of teaching and learning as interpreted by Socrates did not emphasize the practical application of knowledge.

Early Roman education appears to have been much more utilitarian.

Pliny the Younger felt young persons could learn those activities they would soon be doing by watching their elders. Cato stressed "the practical arts of oratory, medicine, farming, war, and jurisprudence"in his book concerning the education of children.[8] Later Roman education, however, was much like that of the Greeks.

As Christianity became more and more accepted throughout the Roman Empire, the classical forms of education fell in less favor. Stories of myths and Gods were not seen to be in line with Christian doctrine. By the end of the fifth century A.D., most of the public schools which had developed throughout those areas within Roman societal jurisdiction had closed. By this point in time, the relation between education and wealth and power had diminished.[9]

The Roman Church, however, soon came to be an instigative force in the development of schools during the Dark Ages. One thrust involved education for the clergy. The reasoning behind education, as it became more available to those outside the clergy, was for the strengthening of the faith.[10] During the Eighth Century in England, "all the cathedrals and collegiate churches had a song school and a grammar school associated with them, and that song school was no longer a purely professional school for the training of choirists, but an elementary school as well; and the grammar school, in like fashion, no longer merely a preparatory for theological study, but an institution in which the clergy received a general education in company with all the professional classes."[11] Therefore, schools had widened their role from strictly church related professional preparation to a broader interpretation of education.

The Middle Ages

Around the year 1000, after the Crusades and the Middle Ages began, the change in size and function of towns began to impact upon education. Interest groups such as "guilds for the protection and regulation of crafts"[12] were formed and schooling became more of a public concern. The result was an increase in schools and lessening of the influence of the Church. Universities began to be developed around 1200. Universities responded to the needs of the new kinds of towns and cities by including study of the law for students. Irnerius, in particular, from the University of Bologna, influenced the study of law as a practice and not just as a part of liberal arts.[13] Study of theology as preparation for the clergy continued to be a part of the university curriculum.

One example of the use of schooling as a certification for employment is in regards to the scholars (professors) of the universities. Parisian University scholars had organized around 1160 and Bolognese Masters had formed a society by 1215. Entrance into these groups was based upon evidence of scholarship.[14] Eventually, a license from the Chancellor of Notre Dame came to be required of those teaching at the University of Paris. This was challenged and changed within another hundred years, and in the process, faculties became much more united and were strengthened.[15]

The Renaissance

With the Renaissance came an increased desire to expand horizons and re-examine the literature and classics of the ancient civilization.

Pietro Paolo Vergerio articulated for many the aims of education for the Renaissance period - "the value of an all-round education for the man of affairs, and the same recognition of the need to adapt the subjects to be learned to the individual bent and to the age of the pupil."[16]

Desiderius Erasmus (1466-1536) was one of the more eminent educational theorists of the early 1500's. He felt, "The first and most important part of education is that the youthful mind may receive the seeds of piety; next, that it may love and thoroughly learn the liberal studies; third, that it may be prepared for the duties of life; and, fourth, that it may, from the earliest days, be accustomed to the rudiments of good manners."[17] Therefore, we can see Erasmus has prioritized education for the practical aspects of living as third in importance on his list. This does not indicate what "duties of life" Erasmus is referring to; it could be one's work; citizenship duties; family duties. In general, however, Erasmus' view did not suit the commercial interests of the rising middle class, especially because of the insistence upon the use of Latin.[18]

Juan Luis Vives, a student of Erasmus, felt the mother tongue should be utilized for educational purposes and said, "The student should not be ashamed to enter into shops and factories, and to ask the craftsmen questions and get to know about the details of their work. Formerly men of learning disdained to inquire into these things, which it is of such vital consequence to know and remember."[19]

The Jesuits established a number of colleges during the 1500's in the Catholic countries of Southern Europe. One of the Jesuit colleges' major accomplishments involved the extensive efforts regarding

the preparation of faculty. Academic study, practical experience, and sufficient evidence of skills were necessary to become a Preceptor.[20]

At approximately the same time, Peter Ramus (1515-1572) was promoting the study of various subjects for their practical uses. "For him the subjects of instruction were all arts in a literal sense: grammer, the art of correct talking; rhetoric, the art of correct speech; dialect or logic, the art of correct argument, and so forth."[21] Sir Thomas Elyot, in England, also espoused the concept that "the prime aim of education is to fit the governing classes for their duties as servants of the State."[22] The new class of noblemen in England which was rising to power during this time of Reformation was more interested in practical education also. However, aspects of preparation for the life of a gentleman were still considered to be very important - fencing, riding, hunting, and dancing were a part of the curriculum.[23]

Later in England, Sir William Petty proposed the gymnasium mechanicum; or workmen's college, which emphasizes "the study of things and action."[24] He also felt trade schools should be established so children could learn handicrafts.[25] Hezekiah Woodward thought education ought to "enable the child in any station in life to do his work with good understanding;"[26] The increases in demands for practical education grew as did the concept of schooling for the more common man. Much of these were an outgrowth of the work of Francis Bacon, who greatly influenced the Puritans' manner of thinking about education.

Schooling in the 18th and 19thCentury in Western Europe

In the eighteenth century, the Realschule developed in Germany. The purpose of the school was to provide vocational, as opposed to

professional, training for boys.[27] At this same time, France was reacting to and coming to terms with the Revolution. The Marquis de Condorcet felt society must educate its members for three reasons:

> "In the first place, there is a certain minimum of knowledge which every citizen must possess if he is to be able to discharge his duties to himself and his fellow, and not to be slavishly dependent on those who happen to know more than himself. Equality of opportunity in this respect is the true equality. In the second place, education is needed to develop the diverse gifts of the citizens and to ensure that each of them is making his fullest contribution to the well being which all equally share. In the third place, the perfectibility depends on education."[28]

Henrich Pestalozzi (1746-1827) began some of the first experiments involving ways of teaching practical aspects of living. One project involved the formation of an industrial school for twenty children of no means, which was to be self-supporting. The school was a financial failure. However, his trials helped to form his educational theory which emphasized delineating the steps within a subject to increase the potential for learning.[29]

Pestalozzi influenced Johann Gottlieb Fichte in Germany. Fichte felt strongly that the common perosn should be educated to be both "self-sufficient and able to contribute to the common good."[30]

In England, one of the means chosen to influence the education of the common man involved setting aside time within each apprentice's day (those in factories) for study of reading, writing, and arithmetic. This was accomplished through the 1802 Health and Morals of Apprentices Act (the first Factory Act). In 1883, the new Factory Act enacted compulsory education and prohibited the employment of those under the age of nine.[31]

American Schooling

Early American schools were formulated according to the educational philosophies in England. Primarily, schools took responsibility for teaching students to read, families taught how to provide the basic necessities, and apprenticeships were the means used to teach job-related skills.[32] "Toward the end of the Colonial period, men like Benjamin Franklin and others began to see the need for a new type of schooling, broader in program and more available to the youth and more relevant to the needs of society."[33]

'Class' schools were attempted in several of the states around the 1800's. This system established Pauper Schools for the poor, on the premise that children of the rich would be attending private schools. The problem, however, was with the middle class, who could not afford private schools, but would not allow their children to attend Pauper Schools. By 1870, all states which had similar 'class' schools had changed the schooling to be for "all children of all the people."[34]

The 1800's is also the time when education came to emphasize religion less, and the needs of industry and the governmental system more. In 1862, the Morrill Land-Grant Act was passed by Congress, which provided for each state to establish a college which focused on agricultural and machanical instruction.[35]

Horace Mann referred to education as "the Great Equalizer." Some thought schooling could be a means of eliminating any vestiges of unearned status and to promote meritocracy. It was hoped "life chances" for poorer persons would improve correlatively as one gained more education.[36]

Social Darwinism was a concept which gained popularity in the late 1800's in America. The belief that those with inherited ability would rise to the top is translated by Husen into the educational philosophy that "by providing formal equality of access to education, i.e. by putting everybody "on scratch," one would guarantee that the ensuing run was a just one."[37] Therefore, upon completing schooling all would be equally able to begin competition for high status occupational positions.

As America changed from an agrarian society to an industrial society, John Dewey believed new ways of looking at things were needed. For example, society was emphasizing the individual less (since the great frontier was closing and individual action was becoming less a factor) and cooperation, or working together more (since so much of society functioned through corporations and group phenomonon).[38] Pratte interprets this phenomonon in terms of schooling in the following manner - "The process of schooling was gradually to separate the young from family and locality and prepare them to join the organized activities of agriculture, business, industry, and democratic participation in civic and community life."[39]

Dewey also made use of the 'learning by doing' concepth in his laboratory school at the University of Chicago in the early 1900's. The 'learning by doing' included learning how to make products or performing tasks similar to those required of adults in working situations in the same culture.[40] This was to increase understanding of the functioning and interrelationships of society, as well as to teach skills and knowledge about the world of work.

"Life outside the school, at least until after the Civil War, provided abundant opportunity for 'practical' education. Many industries were still domestic, and the village had its quota of small shops combining hand work with elementary machine processes. Moreover, unlike the modern big factory, the processes were open to view as well as simple and readily understood. The young people, as they grew up 'learned by doing.' They participated in what was going on practically, as well as by observation and in imagination. What is now called vocational education took care of itself to a large extent by the force of conditions in the home, farm, and shop; this fact operated to reinforce the traditional devotion of the school to letters."[41]

National Education Association

By comparing, over time, official statements of the National Education Association, one can see how schooling was interpreted to serve as s preparation for work.

The National Education Association's 1910 Report of the Committee on the Place of Industries in Public Education, includes the following statements:

"1) Industry, as a controlling factor in social progress has for education a fundamental and permanent significance.

2) Educational standards, applicable in an age of handicraft, presumably need radical change in the present day of complex and highly specialized industrial development.

3) The social aims of Education and the psychological needs of childhood alike, require that industrial (manual-constructive) activities form an important part of school occupations...

4) The differences among children as to aptitudes, interests, economic resources, and prospective careers furnish the basis for a rationale as opposed to a merely formal distinction between elementary, secondary, and higher education."[42]

In 1918, The Commission on the Reorganization of Secondary Education of the National Education Association "said that a student should receive instruction in the following areas:

1) Health
2) Command of Fundamental Process

3) Worthy Home Membership
4) Vocation
5) Civic Education
6) Worthy Use of Leisure
7) Ethical Character"[43]

In 1938, NEA's Purposes of American Education in American Democracy listed the following four areas of need for student instruction:

"1) The objectives of self-realization
2) The objectives of human relationships
3) The objectives of economic efficiency
4) The objectives of civic responsibility"[44]

Fourteen years later (1952), the Educational Policies Commission of the National Education Association identified the needs of youth in school to be:

"1) Developing saleable skills
2) Maintaining good health
3) Performing citizenship obligations
4) Understanding the significance of family life
5) Intelligent purchase and use of goods and services
6) Understanding the methods and influence of science
7) Developing capacities to appreciate beauty"[45]

Function of Schooling

Schooling after the turn of the twentieth century came more and more to be associated with preparation for occupations. "Efforts were made to make the curriculum correspond to the occupational structure, for the increasing differentiation of work in an urban corporate economy as well as the need for trained and disciplined workers gave rise to diverse curricula."[46]

The influx of immigrants to the United States between 1890 and 1920 influenced schooling in that schools were assigned to help with the process of the 'melting pot' which was to homogenize the new types of people. "The public school, it was hoped, would be a model for the

larger society; students if properly taught, would influence their parents;"[47]

The examination of schooling reform at this same time (following World War I) and the effects of the Great Depression, influenced the public's opinion towards schooling. "The schools' relation to the new social structure was to modify the principal of 'survival of the fittest' to that of merit selection; schooling was to be a vehicle for promoting social reform through individual achievement and should compensate for environmental differences among children."[48]

More and more, as the twentieth century progressed, the 'non-educational' benefits' of schooling grew in importance. They are defined as the results of schooling which are primarily social and cultural in nature, as opposed to the benefits which are related to the intrinsic valuing of knowledge, in and of itself. "Another way of saying this is to say that schooling'spurpose is to help allocate the distribution of non-educationsl benefits in society, such as income, status, occupational opportunity, and the like."[49] These beliefs are evidenced in such practices as Head Start, Distributive Education, and Special Education. In addition, "there is a widespread and deeply held commitment to the principle of schooling efficacy - that schooling is a powerful force in shaping the subsequent life chances of any individual, or put differently, that schooling is a powerful and useful means for the attainment of upward social mobility."[50]

Summary and Conclusions

In examining the analysis over time of the relationship between schooling and the world of work, one can see that prior to the 1700's

or 1800's there was very little connection between the two. In ancient civilization, schooling as a preparation for the military was the closest example of coordination between schooling and working. During the middle ages, universities served as preparation for those who would be dealing with theology or the law. In more cases than not, however, the study was mainly theoretical, with very little practical applications. As compulsary schooling and schooling for the common man grew in practice, practical education (which included education for future vocations) came to more use. Therefore, the relationship between schooling and the world of work was slowly increasing during the 1800's. From the turn of the 20th century, the concept of schooling primarily as preparation for later work has grown in practice at a great rate. Throughout time therefore, the major purposes of schooling have been:

1) Attainment of knowledge for its own sake
2) Ability to read, write, and compute
3) Citizenship
4) Preparation for work and later life.

Less major purposes, but still important include:

1) Developing maximum potential of the individual
2) Passing on cultural values.

Schooling whose major focus is the preparation for later work is very different from schooling which emphasizes the attainment of knowledge in and of itself as the most important governing factor. In the past, cooperative relationships between educators and employers have not been necessary. Therefore, no formal mechanism has developed to accomplish these ends. However, if one of the school's main purposes is to educate students in order to them employable, a mechanism to facilitate communication between educators and employers may be needed.

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III

CURRENT PRESSURES, POLICIES, AND PRACTICES AFFECTING SCHOOLING AS PREPARATION FOR WORK

Schooling is a reflection of the society in which it operates. Therefore, the ways schools interrelate with and are perceived by other organizations within the community is in part determined by other factors within the society. Within American society, social forces and legislation at the national level have had enormous impact upon educators' interpretations of their role in preparing sutdents for working. This chapter will present information regarding recent historical events and social forces which have influenced schooling. In addition, legislative and appropriation actions will be related to current practices and policies of schools.

Two of the major impactors upon schooling as it relates to the world of work, have been the economy and changing social phenomona. Social and economic factors which have influenced schooling are: youth unemployment; inflation and recessions; change from an industrial to post-industrial age; working women; and the fact that a college degree is no longer a ticket to the good life.

Economic Factors

Unemployment has been considered a major problem within most communities of America for a number of years now. "It isn't just the youth unemployment rate that has shot up' unemployment in the country as a whole is higher than in three and a half decades."[1] Research regarding the Central Ohio area confirms unemployment to be a primary concern

of residents in Columbus and Franklin County. The August 1977 Report to the Community on the Human Service Needs in Franklin County, Ohio of the Metropolitan Human Services Commission indicates that "almost one in five respondents said that they had been looking for work." Additionally, fifty-four percent of those participating in the survey were "very concerned" about having enough money to pay for basic personal and household needs.[2] The Ohio Bureau of Employment Services reports a 4,8% unemployment rate for Franklin County for the month of September, 1977. This translates to 20,737 jobless persons.[3]

The Human Rights Leadership Development Project, composed of representatives of major service and community organizations in the Columbus area, identified the area of "jobs, unemployment and employment discrimination" as a critical, unmet citizen need. This determination was based on a nominal group concensus of citizen and professional groups of individuals who met in the spring of 1977.[4] The Columbus Area Women's Survey discovered that 18.7% of the respondents indicated having "difficulty in finding a job because of lack of education, training, or experience."[5]

Persons almost always look to schooling for help with the problem of unemployment. The line of reasoning concludes that if unemployed people were trained in marketable skill areas, and had the right educational background, they would become employable. Schooling has reacted to this expectation. Traditional assuptions in the development of vocational education include:

1) "Vocational education can develop a marketable man by developing his ability to perform skills that extend his utility as a tool of production.

2) Vocational education should be oriented to the manpower needs of the community."

Vocational Education plans for secondary schools, which determine allocation of funds, are often based upon manpower needs forcasting data.[7] Public employment programs usually include some form of education or training for participants.

In fact, so many persons have believed that education is the means to economic success[8] that the phenomonon of 'overeducation' has been difficult to accept. "A large and growing number of individuals are forced to take jobs that can be performed just as adequately by workers who have far lower levels of educational attainment."[9] This occurred because high schools have been so oriented towards college preparation. The National Advisory Council on Vocational Education sensed this problem as early as 1969 and in their 1st Annual Report indicated that one of the major problems in schools "was the attitude that only a college education was a good education, while only 20% of job opportunities required a college degree."[10] Significantly, enrollment in technical institutes and vocational schools is now rising.[11] All of this strenthens the conception that one of the major purposes of education in modern societies is to serve as preparation for a vocation.

Part of the reason why overeducation and underemployment have occurred is because "from 1945 to about 1965, labor markets in the industrialized nations were elastic enough to soak up the ever burgeoning supply of educated workers"[12] Ever increasing production and consumption patterns slowed down, however, near the late sixties. Inflation came to be a growing concern which in turn caused more emphasis to be placed on jobs and earning potential. A school's 'placement

record' has come to be an important factor for young persons choosing a school, and vocational guidance programs which include contact with employers have grown.[13]

Social Factors

Social forces and changes in societal expectations are often interrelated with economic occurences and trends. Therefore, some of the social phenomona and beliefs which have influenced shcooling as preparation for work are also partially economic in nature.

American competitiveness was challenged in 1958 when Russia launched Sputnik. Not to be outdone, the race for the moon began. Part of the race entailed extensive curriculum changes within schools in order to produce more scientists, engineers, and mathematicians who would be needed to work on this technological problem. Schooling was perceived to be the solution to the problem of a lack of trained manpower needed for a government and private enterprise project.

Another aspect of societal relations which has affected how schools relate with the community is the changes in population age cohorts. The baby boom era has passed and zero population growth has come to be a near reality in America. Women are working more, having their children later and having fewer in number. More people are living longer and the median age is rising. It is no longer necessary for schools to think in expansionistic, growing terms. The client population, 6-18 year olds, is decreaing. The population changes have also caused problems in that a great many young persons, (the former baby boom, ages 18- 24, entered the labor market in a short period of time. In addition, because of affirmative action, strides in race relations,

and the women's movement, more persons are competing for higher level jobs. "These young workers are experiencing more difficulties than their counterparts from previous generations in moving past the lower rungs of the occupational ladder."[14]

Concepts regarding new styles of working - such as flex-time, four day work weeks, and sharing of half-time jobs also have the potential of affecting schooling's function. Education for use of leisure may be common within the future. Thomas Green has argued,

> "Unless some current trends in the structure and culture of American schools are reversed or strongly modified, we may find ourselves approaching a leisure society with a system of education that has been increasingly directed towards preparation for a job-oriented society. If that were to happen, it would mean that schooling would have become disfunctional for the purposes of education."[15]

Changes regarding what a worker should expect to gain by working have occurred also. "Increasingly young workers prefer jobs that are interesting, socially 'meaningful' and offer the opportunity for personal growth over jobs that offer only the traditional - and more easily provided - rewards of money and security."[16] It may be in the future that a significant number of workers will come to feel,as did one woman interviewed by Studs Terkle for the book, Working, "most of us have jobs that are too small for our spirits."[17] If this were to happen, schools woudd probably be expected to reflect a greater emphasis on the aspects of living which are not related to working.

Increased mobility and mass communication have also affected how schools prepare persons for work. Considering the increased access to information about job openings and increasing quickness to move, an individual may attend a school in New England for a specific job skill

and take a job in California to practice that skill. This factor may or may not be attended to by local manpower and vocational education planners.

The preceding social and economic trends have affected the functioning of schools. Following is a description of national legislative action and appropriations which have also affected schooling in relation to the world of work.

Legislation

The Smith-Hughes Act of 1917 was the first Vocational Education Act. It appropriated $7 million. Other legislation throughout the years include the George-Reed Act in 1929, the George-Ellzey Act in 1924, the George-Dean Act in 1936, Vocational Education for National Defense in 1940, and the George-Barden Act in 1946. Benefits from the GI Bill following World War II also were used by many veterans for vocational education.[18] In 1958 the National Defense Education Act promoted the education of technicians "in fields necessary for the national defense."[19]

In 1962 the Manpower Development and Training Act was initiated to be administered by the Departments of Labor, and Health, Education and Welfare. It served to provide training for the unemployed and underemployed in skill areas with sufficient manpower needs. Sixty thousand persons were enrolled the first year.[20] Soon afterwards in 1963 a new Vocational Education Act was passed. The essence of the change was to put increasing emphasis on labor market realities, as opposed to training persons in traditional vocational education areas - agriculture, and home economics, for instance. Sixty million dollars

were appropriated for 1964.[21]

The Vocational Education Amendments of 1968 includes:

> "Title I - Amendments to the Vocational Education Act of 1963;
>
> Title II - Vocational Education Leadership and Professional Development Amendment of Higher Education Act of 1965; and
>
> Title III - Miscellaneous Provisions."[22]

Title I calls for a National Advisory Council on Vocational Education and State Advisory Councils. These State Councils oversee the State Plan which is developed by the administering agency (for example, The Ohio Department of Education) to:

> "Set forth a long range program plan, an annual program plan, the policies and procedures to be followed by the state in the distribution of funds to local education agencies, provide minimum qualifications for teachers, supervisors, and other personnel having responsibilities for vocational education in the state; provide for entering into cooperative arrangements with the system of public employment offices in the state; and set forth fiscal-control and fund-accounting procedures. In addition, the annual program plan, submitted as only a part of the state plan, must include the content and allocation of federal and state vocational education funds to programs, services and activities"[23]

In 1973, the Comprehensive Employment and Training Act (CETA) was passed by Congress. CETA provides for block grants to "prime sponsors" (the designated agencies for local and state municipalities which administer CETA funds). The funds are to be used to "plan and operate manpower programs." CETA's manpower programs include assessment, guidance and training program for youth; public service employment programs; on the job training; special emphasis on youth, veterans, handicapped, non-whites and other minority groups which have been discriminated against in the past. The Comprehensive

Employment and Training Act, which took the place of the Manpower Development and Training Act, "is a move towards both decategorization and decentralization of manpower programs."[24]

The Education Amendments of 1976 further broadened the Vocational Education Amendments of 1968. Provisions were included for student assistance, career education, women's educational equity, and Indian affairs, among others.[25]

Federal monies are utilized in other ways to expand and study how schools might relate to the work site, also. Research and development in this area have been significant. FIPSE, the Fund for Improvement of Postsecondary Education, has awarded many grants which have dealt with "some facet or other of the many problems and issues involved in relating education and work."[26]

The National Institute of Education (NIE) has had a Career Education Program since 1973. The major goals of the program are to:

1) "Improve our understanding of the relationship between education and work, and

2) Increase the contribution education makes to individuals' abilities to choose, enter and progress in work that is beneficial to themselves and others."[27]

"About $45 million has been spent by NIE on career education research and development in fiscal years 1973, 1974 and 1975."[28]

In addition, the National Center for Research of Vocational Education at Ohio State University is an organization which conducts research and development efforts in the field of vocational education. "The mission of the Center is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression."[29]

Current Practices

In 1975 the College Entrance Examination Board published the results of a year long study for the National Institute on Education. The purpose of the study was to "develop a framework for studying the education-to-work transition, to document the variety of existing linkages, and to offer proposals for improved or new mechanisms."[30] The findings of this study will be utilized to described current practices which relate educational institutions and employing organizations. The practices described will be the more traditional means and processes which have developed over the years and may be a result of legislation. More innovative practices will be described in another chapter (see page 80). Following are the "General Observations about Linkages in Ohio" from the College Entrance Examination Board's study.

"1. Cooperation among government agencies concerned with manpower supply and demand and with manpower training is evident.

2. The governor's concern for coordinated attempts to keep manpower supply and demand in balance is also evident.

3. The institutional accrediting boards created by the legislature are particularly effective in linking proprietary and highly specialized vocational training programs (such as nursing) to the requirements of the job market.

4. State-mandated linkages exert a strong influence on local practice.

5. Follow-up studies are not used for their full potential in feeding back data to institutional leaders to guide program modification.

6. Communication devices work better when they are part of a larger machinery for translating their findings into program changes.

7. Some linkage systems are so well designed that it is possible to derive linkage principles by examining them closely.

8. Linking arrangements backed up by state authority seem particularly effective.

9. Proprietary schools are tightly, if narrowly, linked to job markets.

10. The advisory councils judged to be best in Ohio are those that not only give advice but actually execute that advice by helping operate the program.

11. Advisory councils for high school vocational programs have a symbiotic relationship with those programs which community college advisory councils lack.

12. Advisory councils for high school vocational programs help maintain a favorable political support environment for those programs at both local and state levels.

13. Many professional schools link themselves in one way or another to employers and try to provide their students with work experience. The experience is most effective when the work site is either hand-picked by the professional school or actually operated by the professional school, when it occupies a substantial portion of the student's program, when it begins early and parallels classroom instruction, and when it is closely related to classroom work.

14. Work experience is the ultimate education-to-occupation linkage inasmuch as it represents the ultimate integration of the education setting and the occupation setting.

15. Work experience is the most popular program linking device.

16. Advisory councils are the most popular communications device."[31]

A study of "The Supply Specification of Vocational and Technical Training in Ohio" concluded "Ohio's system of vocational education and training has few systemic characteristics. There is no existing

mechanism or process to coordinate component institutions that could provide a unified or consistent reporting of skill development."[32] These findings refer to the fact that education and training to increase an individuals' skills and knowledge needed for "working" are carried on by many types of organizations in a non-coordinated fashion. Vocational training is provided by or within: 1) Higher Education Institutions, 2) Proprietary Schools,3) Secondary Vocational Education Programs, 4) Comprehensive Employment and Training Act Prime Sponsors, 5) Public Sector, 6) Private Employers, and 7) Certified Apprentice Programs. Yet very little articulation exists between these various providers of vocational education. Also, no means to collect data about the training provided, number of persons who participated, or possible gaps or duplication of vocational educational services exists.

Summary

As schools have come to focus more and more upon functioning as preparation for work, legislation has provided direction and funding for vocational education. The economy and various social forces have placed an even greater pressure on schools to enable an individual to obtain a marketable skill. Yet there are very few formalized mechanisms which assist educators to relate with employers in order to accomplish this task.

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IV

ORIGINAL SURVEY RESEARCH

In order to obtain more specific information regarding the relationships between educational institutions and employers, original research was conducted in the Central Ohio area. The research is of a descriptive nature; an attempt to gather data in order to describe current relationships between employers and educators. Also included for collection are the opinions of both groups regarding the potential for future cooperative efforts.

Four different research efforts were formulated in order to obtain the needed information. Two of the efforts involved collecting information from employers, and are entitled:

1) Emerging Occupations Research, and
2) Employer Association Survey

The remaining two involved gathering data from educators and are entitled:

3) Survey of School Officials, and
4) Values Survey

Each of the four research efforts will be described in full, in regards to methodology utilized and findings, later in this chapter. However, in order to demonstrate the overall interrelationships between the four, the reasoning behind their development and usage will be briefly described.

In the process of conducting Project EMPACT (Emerging Manpower Project for the Assessment and Coordination of Training; see fact sheet in appendix) and talking with both educators and employers, this author

noted inconsistencies and varying perceptions regarding the mutual goals of the two groups. Mutual goals, in this case, are defined broadly to mean the concerns of both educators and employers which relate to a given individual and his progression from school to work. Comments such as the following were made: (from employers). "We tried to work with the schools before, they didn't want our help," and "Schools should just teach kids how to read and write, we will teach them the job skills they need." The fact that most companies have education tuition reimbursement benefits which are rarely used seemed curious, as does the notion of vocational counselors within schools who have never worked outside the school.

The original research designed and conducted for this study will not have an answer for all of the above questions, but is an attempt to find out if employers and educators can work together, and what their opinions are reagrding each others' roles. This is not to say that there are no existing successful cooperative efforts, for there are, but to indicate the need for clarification of the perceptions of the involved parties about cooperative efforts.

The Emerging Occupations Research is so named because it was conducted within the larger scope of Project EMPACT, whose main focus was the identification and analysis of emerging occupations in the Central Ohio area. Only the portion of EMPACT's study which relates to the relationship between employers and educators will be reported within this document. Essentially, the Emerging Occupations Research involved asking employers how they feel about educational institutions cooperating with

business/industry, and if they would be willing to assist educational institutions in their planning efforts.

The Employer Association Survey involved the administration of a questionnaire to the staff of employer ass ciations such as The Central Ohio Fast Food Association, or the Columbus Furniture Makers Organization, These types of axxociation's members employ personnel within their businesses. The staff of the asseciation responded to questions (on behalf of their membership) which were designed to ascertain the willingness and preferred means of cooperation of business/industry towards educational institutions.

The Survey of School Officials is the educational counterpart to the Employer Association Survey. Those who paritcipated in the research, one from most school systems within Central Ohio, (Assistant Superintendants, Directors of Curriculum or members of the School Study Council of Ohio, Curriculum Commission) responded to questions about their opinion on employer-educator relationships.

The Values Survey is different from the other types of research in that it is an examination of a specific problem which may be a result of lack of coordination between educators and employers. The Values Survey examines the notion that educators may be doing a poor job teaching "good work attitudes." Schools are expected, in part, to prepare young persons for future work, yet many employers complain their greatest problem with personnel is a poor attitude on the part of the employee towards working. The Values Survey gathers data from teachers and students regarding what they think a "good" employee should value.

Hopefully the findings from these four research efforts will be useful for increasing understanding of why and how educators and employers might work together towards the mutual benefit of their own organizations and the individual.

Emerging Occupations Research

One of the purposes of schools, as seen by some, is to provide an able and differentiated labor force for the employers of a community.[1] Theoretically, therefore, employers should be quite anxious to help educators in the preparation and selection process of future employees. One of the major goals of The Emerging Manpower Project for the Assessment and Coordination of Training (EMPACT), from which this study evolved, was to identify and analyze emerging (defined as high growth potential) occupations in the Central Ohio area. Schools and colleges which offer educational programs to prepare persons for these occupations were then delineated. The result produced a comparison of needed educational programs to actually available educational programs

Both educational and employing organizations are in a position to benefit from EMPACT's findings. Schools and colleges are able to respond to accurate manpower needs information in order to plan curriculum. Employing organizations are able (if educators use the data) to employ a better trained individual.

EMPACT was conducted by:

1) analyzing previously formulated manpower projections;

2) identifying ten clusters of high growth potential occupations on the basis of previous projections and community leader input (page 42 lists all of the occupations within the ten clusters); and

3) surveying employers of personnel within those identified job titles.

This section of the original research involves describing those

aspects of EMPACT's survey of employers which are indicative of attitudes towards cooperation with educators. A description of the development of the survey instrument and the process for carrying out the survey follows.

Survey Instrument Development

After reviewing the literature for manpower assessment research similar to EMPACT, the major areas of questionning were selected. Overall, the questionnaire was designed to elicit information about the educational needs of persons filling the occupational positions in question. The questions were ordered to follow a logical sequence. The questionnaire was field tested with several employers and revised to increase clarification according to their suggestions. Since the questionnaire was to be administered in person, a temporary staff to conduct the interviews was hired. The interviewers role played the interview as a part of their training. In the process of role playing, more suggestions for rewordings and reordering of the questions were generated. The final questionnaire (see Appendix) included the following two questions relevant to this study:

1) Would you be interested in continuing to assist Columbus Technical Institute[2] or other educational institutions in educational planning efforts?

2) How do you feel about educational institutions coordinating with business/industry?

This author felt the responses to these questions would be useful to understanding the Central Ohio employer's perspective regarding cooperation with educational institutions. The responses to these questions are presented on page 43 .

Survey Process

The sample population to be interviewed was to be representative of employers of persons in the ten occupational clusters. On the basis of budget and time constraints, it was determined the sample population to be contacted for inclusion within the survey would total 400 employers, 40 within each of the ten occupational clusters.

The process of selecting the 40 employers within each group varied due to the differences in employment patterns across the range of occupations. The first step involved identifying what types of organizations employed persons with the job titles being examined.

For example, the medical occupations cluster included 1) Registered Nurse, 2) Licensed Practical Nurse, 3) Radiologic Technician, 4) Medical Record Technician, and 5) Nurse's Aide, Orderly or Attendent. Persons who fill these job positions work in, 1) hospitals, 2) private physician's offices, 3) clinics, 4) nursing homes, and 5) laboratories. The next step involved determining, if possible, a relative distribution of each type of worker across the various employing organizations. Then, again if possible, a total list of employing organizations was assembled. According to the employment proportions, a total of 40 employers were chosen at random (or as near randomly as possible).

Following the selection of the 40 organizations per occupational cluster to be contacted for inclusion in the study, each was called by telephone to determine the individual within the company who should be contacted for the interview. Factors such as size, type of operation, and organizational division of labor determined the person felt to be most relevant for answering EMPACT's questions. These individuals

then received a letter describing EMPACT which indicated they would be called for an interview appointment time (letter in Appendix).

The interviewers called about one week after the letter had been mailed, introduced themselves in connection with the letter, and asked for a convenient time to meet with the organizational representative.

If the person consented, the interview was conducted utilizing the standard questionnaire. If the person refused, the general reason for the refusal was noted. Totally 246 companies cooperated of the original 400 who were contacted. The companies represented various types of industries and were located throughout Franklin County primarily. The number of total employees for each cooperating organization ranged from 1 to over 5000.

Occupations Which Were Analyzed

The listing of the ten occupational clusters and each of the job titles studied through EMPACT follow:

1) Medical
   a) Registered Nurse
   b) Licensed Practical Nurse
   c) Radiographic Technician
   d) Medical Record Technician
   e) Nurse's aider, orderlies, attendants

2) Secretarial
   f) Receptionists
   g) Clerical
   h) Stenographers
   i) Word Processors - Magnetic-tape Operator

3) Food Services
   j) Cooks
   k) Waiters

4) Building Maintenance
   l) Janitor
   m) Cleaner

5) Energy Conversion
   n) Heating and Air-Conditioning Technician
   o) Alternate or Conservation Energy Researchers

6) Computer Maintenance and Usage
   p) Installation/Repair Technician
   q) Computer Operator

7) Automobile Maintenance
   r) Diagnostician/Mechanic

8) Industrial Equipment Maintenance
   s) Diagnostician/Repair Technician

9) Managers/Supervisors
   t) First-line supervisor

10) Social Services
   u) Practioners in the Field of Aging
   v) Family, Life, Parenting Specialists

Since only employers of persons with these job titles were interviewed, the findings cannot necessarily be applied to all employers in the Central Ohio Area. However, it is probably safe to assume these employers have a similar perspective as do most employers concerning the questions about coordination between education and business/industry.

Results

The response breakdown to the question "Would you be interested in continuing to assist CTI or other educational institutions in educational planning efforts?" is as follows:

Yes 220 No 8 No response 18

Employers appear more than willing to cooperate with educationa institutions if asked. Of course, saying "yes" to a non-specific request for help may occur more often than when one knows saying "yes" means an

immediate committment to helping on a specific task. However, the responses to the question "How do you feel about educational institutions coordinating with business/industry?" were very positive, also. Responses were openminded, but were categorized by the author to facilitate reporting.

A. 46% indicated they felt coordination was a good idea.

B. 39% indicated they felt coordination was necessary, and provided a reason why.

C. 6% indicated a negative response to the concept of coordination.

D. 4% indicated they felt something else would be a good idea (such as on the job training).

E. 4% indicated very negative feelings towards schools and college's effectiveness.

Examples of responses grouped in each of the categories follows:

A. 1) "We all should cooperate."
   2) "A good idea."
   3) "Invaluable."

B. 1) "Students would get more relevant training."
   2) "Best way to get suitable workers."

C. 1) "Coordination has no effect."
   2) "Too busy."

D. 1) "It's important, but experience is best."
   2) "People in the field should teach."
   3) "On the job training is best."

E. 1) "Schools should teach them to read and write."
   2) "Trainees from vocational schools in the past have been unproductive."

Conclusions

To conclude, this survey of employers revealed that there is a high degree of agreement with the idea that coordination between

employers and educators is needed and would be useful.

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Employer Association Survey

In order to assess employer's attitudes towards cooperation with educators, a survey of employer association directors was conducted. The specific issue examined was the willingness and preferred means of business/industry officials to relate to educators. The steps involved in the process of carrying out the survey included:

1) establishing questions needing answers;
2) Developing the survey instrument;
3) Field testing;
4) Identifying population to be surveyed;
5) Conducting the survey;
6) Tabulating results;
7) Delineating findings.

To establish the specific questions which would provide usable information about potential patterns of interaction between employers and educators, the author determined to focus upon:

1) Employers' perceptions of the purposes of schooling and how well they feel those goals are being met;

2) Services which an employing organization might wish to obtain from an educational institution;

3) The various ways in which employers would prefer to cooperate with educators;

4) The employers' past experiences regarding joint efforts with educators.

The survey instrument was designed by the author to gather information on the above questions while maintaining brevity and ease of administration. The questionnaire was originally planned to be used as a schedule for interviewing respondents. However, as the format of the instrument grew more complicated (long lists to rank,

indication of points upon a continuum), it was decided that the individual being surveyed should complete his or her own copy of the survey instrument while the author sat by, ready to offer clarifaication.

The next step in the process of conducting this research was field testing the questionnaire. As this was to be a survey of employer association directors, a member of EMPACT's Advisory Committee who is in a similar position responded to the questionnaire preliminarily. He pointed out unclear directions and terms which needed clarification. Following several slight revisions, the questionnaire was ready for use.

As indicated, this is a survey of employer association directors. These individuals primarily provide services to the member organizations. They usually administer a small office, disseminate relevant information to the members, remain abreast of related legislative action, and so on. Capsule descriptions of two employer associations follow:

1) Columbus Industrial Association - This organization is staffed by a director and a secretary. There are 150 manufacturing companies which are members of this association. A related national organization exists, of which the local association is an affiliate. The director keeps member companies informed as to federal regulations which relate to manufacturing firms, conducts all business as determined by the membership, and speaks to groups on behalf of local industry;

2) Council of Information and Referral Providers - This organization employs a half-time Secretariat who carries out the requests of the Board of the Council. Main duties include mailings to members, meeting notifications, conference planning details, clearinghouse activities, and so on.

One of the main aspects about which similar organizations like to

"compare notes" is that of employees and employee management. Personnel policies, tuition reimbursement plans, hiring practices, educational requirements, and in-service training are common subjects of discussion. Therefore, rather than attempting to survey an almost unlimited number of employers, the directors of the associations with which they affiliate were asked to respond to the questions on behalf of the majority of their members. The associational approach was thought by EMPACT's Advisory Committee to be a unique means for increasing the involvement of business (especially small business) in educational affairs.

Through the help of an EMPACT Advisory Committee member who is an association director, utilization of the Yellow Pages of the Phone Book, and the Chamber of Commerce's list of Trade Organizations and Associations, a number of associations were selected for inclusion within this study. Primary factors for inclusion were:

1) Associations whose member organizations or individuals employed people in the Central Ohio area;

2) A staffed office (that is, organizations with a Board and officers but no Executive Director did not qualify);

3) Associations from varying industries were desired for inclusion as opposed to a disproportionate number of associations related to one industry.

An individual appointment was arranged for the administration of each survey. All surveys were completed within a span of two weeks. Totally, thirteen directors of employer associations were interviewed.

Membership within each organization ranged from 22 to over 500 persons. The industries represented included: Construction, Retail Sales (Florists, Merchants, Automobile Dealers, Grocers), Real Estate

(Owners, Managers, and Sales), Legal Services, Insurance, Manufacturing, and Management (across industry).

Following are the results of the survey.

Results

1. Do you feel your organization's tax dollars which go towards public education (elementary, secondary, post-secondary) are being well spent?
(Responses were ranked from 0 to 5 with 5 indicating 'very satisfied', and 0 indicating a 'feeling that the majority of schools are very little benefit')

# persons	rank
4	5
2	4
5	3
1	2
1	1
0	0

mean rank=3.5

2. Are most new employees in entry level jobs appropriately educated in terms of:
(Resonses ranked from 0 to 5 with 5 indicating 'prepared very well', 0 indicating 'poorly prepared').

a) basic skills (3 r's)

# persons	rank
1	5
4	4
4	3
2	2
2	1
0	0

mean rank=3

b) job skills (if attended vocational training)

# persons	rank
0	5
4	4
5	3
4	2
0	1
0	0

mean rank=3.3

c) work attitudes

# persons	rank
0	5
2	4
6	3
4	2
1	1
0	0

mean rank=2.6

d) knowledge of world of work

# persons	rank
0	5
1	4
6	3
3	2
3	1
0	0

mean rank=2.3

3. How do you view the following areas toward which public education can devote time and effort?
A numerical value should be assigned to each goal. Rank the goals from 1-5. You may use one number more tha once (5 is more important, 1 is less important).

Educational goals	Mean Group Rank
a) job readiness	4.3
b) imparting good background in traditional school subjects	4.0
c) citizenship	4.3
d) desire to learn	4.3
e) self-worth	3.9
f) health and safety	4.4
g) character	3.9
h) tolerance	3.9
i) language skills	3.0
j) family living	2.9
k) applying information	3.9
l) democracy	3.7
m) culture and beauty	2.9
n) understand change	3.3

4. Would you find the following services useful if offered by post-secondary educational institutions according to your request?

a) assist in design of an orientation for new employees
Yes 9 No 3 No response 1

b) in-service education of current employees
Yes 7 No 4 No response 2

c) planning with management for career paths for upwardly mobile women and/or minorities
Yes 7 No 5 No response 1

d) placement of students into jobs
Yes 11 No 1 No response 1

e) clearinghouse regarding available education programs and services
Yes 11 No 1 No response 1

f) research findings for applied fields
Yes 12 No 1 No response 0

g) teaching economics to employees (in regards to costs of an organization)
Yes 11 No 1 No response 1

5. Would you be willing to cooperate with representatives from post-secondary educational institutions in the following ways?

a) cooperate with student observation and/or interning programs
Yes 11 No 2 No response 0

b) allow groups of teachers and/or counselors to observe your business
Yes 9 No 4 No response 0

c) conduct joint training programs with schools
Yes 11 No 1 No response 1

d) talk to groups of students about your business
Yes 13 No 0 No response 0

e) serve on Advisory Committees for specific vocational programs
Yes 11 No 1 No response 1

f) represent your company on a Work-Education Council which would work to ease the transition from school to work
Yes 8 No 3 No response 2

g) contribute financially or in-kind to a Work-Education Council
Yes 5 No 6 No response 2

h) participate in regular information-gathering surveys
Yes 11 No 1 No response 1

i) regularly inform employees of related educational programs at local colleges
Yes 11 No 2 No response 0

j) assist in curriculum development efforts
Yes 12 No 1 No response 0

k) advise educators as to learning resources and assist in obtaining resources
Yes 9 No 3 No response 1

l) compile information that will aid in determing manpower needs
Yes 9 No 3 No response 1

m) advise student associations
Yes 9 No 2 No response 2

6. Have you ever participated in a successful joint effort with an educational institution in the past?
Yes 10 No 3

Descriptions of joint effort included:

A) the development of technical courses for completion of related degrees.

B) development and offering of evening courses (continuing education credits) for working persons

C) development of curricula for para-professional programs

D) one respondent had participated in most of the kind of activities described in question #5

E) student internship program development and placement

F) determining standardized educational requirements for licensure

G) development of a program which allowed students to talk with professionals in the field

H) scholarships

I) apprenticeship training within vocational schools.

7. If you have participated in a joint effort which you feel was not successful, please describe briefly, indicating why you feel it did not work well.

Responses included:

A) faculty did not convey the messages to the students which the business/industry representatives felt were most important

B) lack of student interest, poor quality of instruction and inordinate costs for an experience type program

8. What initiatives could educational institutions take which would improve their services?

Responses included:

A) better qualified teachers with more of an interest in student development and educational goals

B) realistic placement services

C) central information point regarding who offers what training

D) instructors should know more about the industry which would improve teaching

E) teach students better language skills

F) tell students that completing one project does not make them an instant expert, there is still more to learn

G) reach out into the business world

H) leave out a lot of miscellaneous courses and concentrate on their major development

I) offer more courses

J) relate to industry

K) job related instruction

9. In general, what is your reaction towards the concept of Education coordinating with Business/Industry and other employing organizations?

Responses included:

A) something that should have started years ago

B) good

C) most favorable, meeting a need over-looked in transition from education

D) very good

E) needed

F) excellent

G) more of this should be done, however, we have few in our field who would be willing to have more students observe and participate in their business

H) excellent

I) I would endorse such a move if it were proven to me that the results would be worthwhile--too often, I have met with such organizations which were excellent "meeters and eaters", not "doers".

Summary and Conclusions

The results indicate that the respondents are relatively well satisfied with schools. The mean rank answer to the question, "Do you feel your organization's tax dollars which go towards public education are being well spent?" was 3.5 of a possible 5 (very satisfied). When examining more specific purposes of schooling (basic skills, job skills, work attitudes, and knowledge of the world of work), the mean ranks varied, with jobs skills receiving the highest score: job skills--3.3; basic skills--3.; work attitudes--2.6; and knowledge of the world of work--2.3. It appears, in these respondents' opinion, schools are doing a better job teaching in the cognitive than in the affective domain.

In indicating their opinions as to the areas which education can devote time and effort, the respondents ranked the following educational goals highest:

	(mean rank of a possible 5)
health and safety	4.4
desire to learn	4.3
citizenship	4.3
job readiness	4.3
imparting good background knowledge in traditional school subjects	4.0

The educational services which the respondents would be most likely to make use of are:

-research findings for applied fields
-teaching economics to employees
-clearinghouse regarding available educational services
-placement of students into jobs

The most often positively checked means of cooperation with educational institutions are:

-talking to groups of students about your business
-assist in curriculum development efforts
-cooperate with student observation and/or interning programs
-conduct joint training programs with schools
-serve on Advisory Committees for specific vocational programs
-participate in regular information-gathering surveys
-regularly inform employees of related educational programs at local colleges

Most of the respondents (10 of 13) had participated in the past in successful joint efforts with representatives from education. Few had had negative experiences. In general, their reaction towards cooperating with persons from educational institutions was very positive. Suggestions for improvement in educational services included:

-realistic placement services
-central information point regarding who offers what training
-better qualified instructors

Employers appear to be more than willing to work with educators interested in preparing young persons for work.

Survey of School Officials

The attitudes of teachers and school administrators towards cooperation with employers is an important factor in determining the possibilities for successful interaction. If educators feel that they as "trained professionals" are the only ones that ought to decide what goes on in schools, the chances for employers to influence curriculum or methodology is small. Or, if educators feel overburdened and relationships with business/industry are a low priority, cooperation will probably not happen.

In order to attempt to understand what teachers and school administrators are thinking on this issue, a survey of school officials was conducted.

One school official from each of the school systems within Central Ohio was contacted by telephone and asked the questions from a specially designed survey instrument. The school official contacted was either a member of the School Study Council of Ohio, Curriculum Commission or was the individual in charge of curriculum for the school system, often the Assistant Superintendant. It was hoped those contacted would have a good deal of contact with teachers so as to be able to represent their views. Original plans called for interviewing fourteen persons. Due to vacations of some of the officials (the survey was conducted during the summer), eleven persons were finally contacted.

The questionnaire utilized was modeled after the one developed to survey employer association directors. In addition, since the Ohio State University's Center for Economic Education was opening its doors

for the first time, data was collected to assist in their gathering of information. For ease of administration, such factors as briefness and response options were considered in the design.

The major focus for the questionnaire was to elicit opinions regarding:

1) The role of business/industry with educators in designing curriculum,

2) teachers' knowledge of and need for understanding of economics,

3) types of assistance or education which would help teachers facilitate learning about economics and the world of work,

4) factors contributing to past successful cooperative efforts between schools and employers.

The results of the survey follow.

Results

N=11

1. What type of role do you feel persons from business/industry, or other employers should take regarding curriculum within public schools?
(a scale of 1-5, with 5 being a very active role and 1 being a non-participating role).

Number of Persons	Rank
1	5
6	4
4	3

Mean Rank=3.727

2. How would you rate the teachers' working knowledge of economics in your system?
(a scale of 1-5, with 5 being an excellent working knowledge, and 1 being very inadequate).

Number of Persons	Rank
1	5
1	4
6	3
3	2

Mean Rank=3.

3. How do you think each of the following groups would rank the importance of increasing teachers' understanding of economics and the world of work?
(a scale of 1-5, with 5 being a very high priority and 1 being not important).

	Mean Rank
Teachers	3.818
Parents	3.636
Administrators	3.818
Employers	3.909
Students	3.363

4. If available, which of the following types of in-service would you feel would be most useful for your teachers?

- Sequence of courses for graduate credit which deal with principles of economics, practical applications, and teaching strategies.

  Yes 7 No 4

- Half or full day in-service on specific economic principles.

  Yes 8 No 3

- Half or full day in-service on curriculum materials and community resources.

  Yes 9 No 2

- Half or full day in-service on teaching strategies.

  Yes 8 No 3

- Workshops for the development of teaching units.

  Yes 9 No 2

- In-depth help in revising the economics curriculum.

  Yes 9 No 2

- Structured activities with business/industry officials or other employers.

Yes 9 No 2

5. What kinds of assistance would the teachers within your system like from employers to help acquaint students with economics and the world of work?

- Allowing teachers and counselors to observe business operations.

Yes 10 No 1

- Allowing students to observe or otherwise participate in business operations.

Yes 11 No 0

- Employer participation on related curriculum committees.

Yes 10 No 1

- Advising related student associations.

Yes 10 No 1

- Informing teachers about available learning resources they might use.

Yes 10 No 1

- Speaking to classes about jobs and industry.

Yes 9 No 2

(If the answer for the last choice is yes), For which of the following topics would you be most interested in having speakers?

- Descriptions about jobs.

Yes 8 No 1

- Consumerism.

Yes 9 No

- Descriptions about industries.

Yes 8 No 1

- Inflation.

Yes 8 No 1

- Hiring and other personnel procedures.

Yes 9 No____

- How companies operate.

Yes 8 No 1

- Taxes.

Yes 8 No 1

- Government regulation of business.

Yes 8 No 1

- The functions of unions.

Yes 9 No____

- Economics of running a business.

Yes 9 No____

- Family finances.

Yes 8 No 1

- Work attitudes.

Yes 9 No____

- Investments, stocks, and bonds.

Yes 8 No 1

6. Do you know of any cases when teachers in your school system have participated in successful joint efforts with individuals from business/industry?

Yes 11 No____

If yes, what factors do you feel contributed to the successfulness of the effort?

1) "It gave students practical knowledge that was up-to-date.

Knowledge in text books is outdated. Employers are looking for talent. They want students with a realistic impression of what is going on in the work world. The interaction will help students be more prepared when they start working."

2) "Leadership ability of all involved in the interaction was good. Community contacts excellent. Students and people in the community are interested in participating."

3) "Industry cooperated with schools, the business persons acted as teachers. Students placed in jobs were top notch students. The business persons were willing to take a chance on hiring the students."

4) "Cooperation and interest on both sides and all parties saw a result."

5) "It was a thing that students could really relate to, because they knew it was very practical. No problem getting business leaders to help - they felt it was a very relevant and important task."

6) "It was a give and take effort on both sides. Both sides were very interested in cooperating. Students got to interview business people."

7) "People in industry cooperated and the students were interested in participating."

8) "Cooperativeness, willingness, and openmindedness between the employers and schools contributed to successful past efforts."

9) "Both sides have cooperated well. We have a speakers file for business persons willing to talk to students, have field trips to businesses, and a career education day."

10) "Curriculum design called for interaction, it was a required thing, not an option."

11) "Mutual respect, preparation for and follow-up for activities that went into visitations."

Summary and Conclusions

By examining the data, one can infer those educators contacted have a very positive attitude towards cooperating with business/ industry. The respondents feel improving teachers' understanding of

economics would be most important to employers, then administrators and teachers, parents, and lastly students. The types of in-service education most preferred were (equally chosen) workshops for the development of teaching units; structured activities with business/ industry; half or full day in-service or curriculum materials and community resources, half or full day in-service on specific economic principles, and in-depth help revising the economics curriculum.

The type of assistance the respondents felt teachers would most like from employers would be allowing students to observe or otherwise participate in business operations. The topics which respondents indicated most often would be desired for presentations to students were: consumerism, hiring and other personnel procedures, the functions of unions, the economics of running a business and work attitudes.

All of the educators surveyed knew of successful cases of cooperative efforts between school and employers. The factors which seemed to the respondents to most influence the successfulness of the joint ventures were: student interest and mutual respect between educators and employers.

There does appear to be interest on the part of educators to cooperate with employers. No animosity or insularism was detected on the part of respondents, which could clearly ruin any attempt at cooperation.

Values Survey

On March 15, 1978 Project EMPACT sponsored a meeting for community leaders to discuss the problems of relating schooling and working. Representatives from business/industry, education, manpower, labor, and social services were present. It was voiced very early by the President of the Columbus Chamber of Commerce and repeated often by business persons throughout the day, that one of their major problems with a rising number of employees was a poor attitude towards working. This author determined to study this problem in further detail. The definition of "poor attitude towards work" was not provided. However, this author inferred that a 'poor attitude' would be manifested in such behaviors as: 1) low motivation level, 2) problems relating to authority, 3) undependability, 4) lack of affiliation with company goals, and 5) poor achievement record. The cause of the problem might be due to:

1) educators giving misinformation or no information to students about what it means to work, or

2) schools reinforcing negative attitudes towards work, or

3) employers having 'unrealistic' expectations regarding employee's attitudes toward work, or

4) factors other than the information provided within schooling affecting attitudes toward work.

In order to examine, if only cursorily, these possible reasons for the problem of poor attitudes toward work this author conducted a literature search and original research. The research processes utilized and resultant findings will be presented within this section.

Original Research

Milton Rokeach has theorized that behavior is based upon attitudes, which are based upon values. "A value is a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave or about some end states of existence worth or not worth attaining."[1] Therefore, one's values would determine one's attitudes and ultimately one's behavior. Rokeach feels values are enduring and do not usually change a great deal over one person's lifetime. Applying this theory one could say that behaviors which seem to be indicative of a poor attitude towards work are related to one's central value system.

Rokeach has identified 18 instrumental (modes of behavior) values and 18 terminal (end states of existence) values which he feels people internalize and use to guide their own attitudes and behavior. Following is a listing of the two groupings of value categories:

Instrumental	Terminal
1) Ambitious	A Comfortable Life
2) Broadminded	An Exciting Life
3) Capable	A Sense of Accomplishment
4) Cheerful	A World at Peace
5) Clean	A World of Beauty
6) Courageous	Equality
7) Forgiving	Family Security
8) Helpful	Freedom
9) Honest	Happiness
10) Imaginative	Inner Harmony

11) Independent	Mature Love
12) Intellectual	National Security
13) Logical	Pleasure
14) Loving	Salvation
15) Obedient	Self Respect
16) Polite	Social Recognition
17) Responsible	True Friendship
18) Self-Controlled	Wisdom

This author hypothesized that such value categories as: "ambitious," "capable," "a sense of accomplishment," and "responsible" would be those which an employer would wish and employee to value highly.

In order to ascertain what students and teachers believe a "good employee" would value, Rokeach's Value Survey[2] was administered to a group of sutdents and teachers involved in a summer job training program at Columbus Technical Institute.

However, instead of ranking their own values, the respondents were instructed to rank what they felt a "good employee" would value. This is a change in traditional usage of the instrument, but the author felt it would be useful to compare student and teacher perceptions of what it means to be a "good employee."

Totally 39 students and 19 teachers from two summer job training programs participated. The job training programs are Warehousing, and Food Services Technology. Upon completion of the program the students are expected to be employable in their respective fields. The results of the rankings are p esented in Tables I, II, III, and IV. Discussion of the data begins on page 70 .

TABLE I - Instrumental Values Rankings

	Warehousing Students	Warehousing Teachers	Food Service Students	Food Service Teachers
.	Ambitious (3.25)	Responsible (2.875)	Honest (5.2727)	Independent (4.0)
.	Capable (6.1875)	Honest (3.5)	Clean (6.4090)	Imaginative (5.0)
.	Intellectual (6.375)	Independant (5.625)	Loving (7.0909)	Responsible (6.6363)
.	Responsible (6.4375)	Capable (5.625)	Independent (7.3478)	Ambitious (6.9090)
.	Honest (6.875)	Ambitious (5.625)	Responsible (7.8636)	Capapble (7.0909)
.	Broadminded (7.375)	Imaginative (7.75)	Forgiving (8.3636)	Broadminded (7.9090)
.	Independent (8.375)	Helpful (8.25)	Polite (8.5)	Honest (8.0909)
.	Self-Controlled (8.4375)	Self-Controlled (8.875)	Broadminded (8.9090)	Courageous (8.8181)
.	Clean (8.5)	Intellectual (9.25)	Self-Controlled (8.9523)	Intellectual (9.2727)
.	Courageous (10.6075)	Logical (10.0)	Ambitious (9.3181)	Logical (9.6363)
.	Obedient (10.875)	Courageous (10.5)	Courageous (9.3636)	Loving (9.5454)
.	Polite (11.1875)	Broadminded (10.625)	Intellectual (10.0909)	Cheerful (10.8181)
.	Logical (11.6075)	Forgiving (12.625)	Capable (11.0)	Helpful (10.9090)
.	Forgiving (12.4375)	Cheerful (13.5)	Cheerful (11.0)	Forgiving (11.5454)
.	Helpful (12.5625)	Obedient (13.75)	Obedient (11.3181)	Self-Controlled (11.7272)
.	Cheerful (12.9375)	Loving (14.125)	Helpful (12.1904)	Clean (12.9090)
.	Loving (13.1875)	Polite (14.125)	Imaginative (13.5238)	Polite (13.2727)
.	Imaginative (13.25)	Clean (14.375)	Logical (14.1363)	Obedient (16.4545)

TABLE II - Terminal Values Rankings

	Warehousing Students	Warehousing Teachers	Food Service Students	Food Service Teachers
1.	Self-Respect (3.3125)	Self-Respect (4.375)	Freedom (5.0434)	Freedom (5.0909)
2.	Equality (4.75)	Happiness (4.875)	A World at Peace (5.9565)	Self-Respect (5.2727)
3.	Freedom (6.025)	Freedom (5.125)	Happiness (6.2608)	An Exciting Life (5.3636)
4.	Happiness (6.875)	Family Security (5.125)	Self-Respect (6.608)	Inner Harmony (5.6363)
5.	Family Security (6.9375)	A Sense of Accomplishment (5.375)	Wisdom (7.9130)	True Friendship (7.0)
6.	Wisdom (7.5)	Inner Harmony (5.75)	Family Security (8.0)	Happiness (7.4545)
7.	A Sense of Accomplishment (7.6875)	Wisdom (7.75)	Equality (8.3043)	Mature Love (7.6363)
8.	Social Recognition (9.375)	Equality (9.625)	A Comfortable Life (8.6521)	A Sense of Accomplishment (8.9090)
9.	Inner Harmony (10.0625)	True Friendship (10.25)	Salvation (9.0)	Family Security (9.1818)
10.	Mature Love (10.1875)	Mature Love (10.625)	Inner Harmony (9.8636)	Wisdom (9.8181)
11.	A Comfortable Life (10.3125)	Social Recognition (11.125)	Mature Love (10.4782)	Pleasure (10.3636)
12.	An Exciting Life (10.5)	A World at Peace (11.25)	A World of Beauty (10.6521)	Social Recognition (10.5454)
13.	A World at Peace (11.5)	A Comfortable Life (11.375)	True Friendship (10.7391)	A Comfortable Life (10.5454)
14.	Pleasure (12.0625)	An Exciting Life (12.5)	A Sense of Accomplishment (11.3043)	Equality (10.6363)
15.	True Friendship (12.25)	A World of Beauty (13.375)	An Exciting Life (11.3913)	A World of Beauty (12.4545)
16.	National Security (12.875)	Salvation (13.5)	Pleasure (11.7391)	A World at Peace (12.8181)
17.	Salvation (13.8125)	National Security (13.625)	National Security (13.2272)	National Security (15.0)
18.	A World of Beauty (14.6875)	Pleasure (15.375)	Social Recognition (14.0)	Salvation (17.2727)

TABLE III

Comparison of Basic Differences Between Food Services Teachers and Students.

Those values which differed in rank by 6 or greater between Food Service teachers and students (teacher's rank reported first):

Equality (14,7)

World at Peace (16,2)

Wisdom (10,5)

Comfortable Life (13,8)

Salvation (18,9)

Inner Harmony (4, 10)

True Friendship (5,13)

A Sense of Accomplishment (8, 14)

An Exciting Life (3,15)

Honest (7,1)

Clean (16,2)

Loving (11,3)

Forgining (14,6)

Polite (17,7)

Self Controlled (15,9)

Ambitious (4,10)

Capable (5,13)

Imaginative (2,17)

Logical (10,18)

TABLE IV

Comparison of Basic Differences Between Warehouse Teachers and Students.

Those values which differed in rank by 6 or greater between Warehousing teachers and students (teacher's rank reported first):

Equality (8,2)

Intellectual (9,3)

Broadminded (12,6)

Clean (15,9)

Helpful (7,15)

Imaginative (6,12)

Findings

Analysis of the data was accomplished by computing the mean rank for each value for each of the four groups: 1) Warehousing students, 2) Warehousing teachers, 3) Food Services students, 4) Food Services teachers. Table I is a listing of how each group ranked the instrumental values with the mean rank alongside. Table II is a listing of how each group ranked the terminal values with the mean group rank alongside. Tables III and IV list those value categories which differed in rank by six or greater between the students and teachers.

In examining the rankings of instrumental values among groups, many similarities can be found, however there are a few value categories which are ranked quite differently. All groups ranked "responsible" within the top five, except Food Services students who ranked it 13th. Warehousing students ranked "intellectual" 3rd, while the other three groups ranked it between 9th and 12th. Both groups of students ranked "imaginative" very low (17th and 18th), while teachers ranked it 6th and 2nd. "Ambitious" was ranked within the top five by all groups except the Food Service students who ranked it 10th. "Self-controlled" was ranked 8th or 9th by all groups except the Food Service teachers who ranked it 15th. Food Service students ranked "clean" 2nd while both teachers groups ranked it 9th. This ranking of "clean" particularly seems to indicate that the respondents were ranking the terms according to what it would mean for them to be a good employee. Food Service students know cleanliness is important in their future occupations. Food Service teachers did not rank it highly. "Polite" was ranked 17th by both teachers groups, 7th by the Food Service students,

and 12th by the Warehousing students. "Loving" was ranked 3rd by Food Service students, very low by both Warehousing students and teachers, and 11th by the Food Service teachers.

Terminal value rankings were more homogenous in general than were the instrumental value rankings. "Self-Respect" was ranked very high by all four groups as were "freedom" and "happiness". "Wisdom" was ranked between 5 to 10 by all four groups. "An exciting life" was ranked between 12th and 14th by all groups except Food Service teachers who ranked it 3rd. "Family security" was ranked between 4th and 9th for all the groups. "A sense of accomplishment", which relates to motivation, was ranked 7th by Warehousing students, 6th by their teachers, 14th by Food Service students, and 8th by the Food Service teachers.

Overall, the following categories were ranked within the top five by each group: "self-respect","freedom", "happiness", and "responsible". This may represent those core values shared by both students and teachers.

The Food Service teachers and students had more differences between them then did the Warehousing teachers and students. Value categories that both groups of students ranked differently from both groups of teachers were: "equality", "clean", and "imaginative".

Results of the Literature Search

This section will present the results of an attempt to identify findings from previous research regarding attitudes towards work.

One nationwide study of employees from industry and government involved having respondents rank ten motivational factors which people seek in employment. Following are those final ranks of the factors:[3]

1) Full appreciation of work done
2) Feeling "in on things"
3) Sympathetic help with problems
4) Job security
5) Good wages and benefits
6) Interesting work
7) Promotion and growth potential
8) Management loyalty to employees
9) Good working conditions
10) Tactful discipline

Another study conducted by the National Opinion Research Center asked employed persons "to select the job characteristic they would most prefer from the following list:

1) High income
2) No danger of being fired
3) Short work hours and much free time
4) Chances for advancement
5) Important and meaningful work." [4]

The results were that over 50% felt "important and meaningful work" was the most important job characteristic. This characteristic was most desired by whitecollar workers (61.98%), but many blue collar workers (42.33%) also ranked it as most important.

A discussion of the changing value systems of those in management concluded that younger managers who may have been brought up more "humanistacally" may be experiencing value conflicts between "good management" for business and "treating people well." The author speaks to the fact that the values of the business world can be different from one's individual values.[5]

Paul Andrisani found while examining the data from the National Longitudinal Surveys, that

> "analysis revealed consistant and systematic effects of work attitudes on the respondent's subsequent success in the world of work over the next two to five years. Additionally, the data provided considerable support for

the hypothesis that success and failure in work roles help shape the work attitudes people come to hold." [6]

Therefore, one's successes and failures at work shape one's attitude towards work, which in turn shapes future successes and failures at work. It would seem the non-experienced worker (recent school graduate) would come to work with preconceived notions of what it means to work and what the employer expects. If these preconceived notions matched unsuccessful worker's attitudes, the young worker would be headed in the direction of failure. Whereas, if the former student's expectations were similar to those of a successfully employed person, he or she would be much more likely to have a successful work experience. One would think a student's preconceived notion would be based upon what he or she has heard from working parents, friends, neighbors, and relatives. Therefore, success at work among those in one's reference group would heavily influence one's own success at work.

The opinions of employer association directors regarding most new employee's attitudes towards work were solicited within a survey described on page 46 . Association directors were asked "how well are most new new employees in entry level jobs educated in terms of work attitudes?" The response was to be between 0 and 5 with 0 meaning students were very poorly prepared, and 5 meaning students were very well prepared. The mean rank for the group was 2.6.

George Klemp has been trying over a number of years to identify the "kinds of knowlege, skills, abilities, and other characteristics that are tied to effective performance (on the job)."[7] The findings, based upon a number of types of research, indicate that cognitive skills, as opposed to the amount of knowlege one acquires in a content area,

is one criteria which distinguishes outstanding performance within an occupation.

The ability to conceptualize appears to be the most important cognitive skill. The "ability to understand many sides of a controversial issue"[8] is also quite important, as is being able to learn from experience. Interpersonal skills "are the second factor linked with success in the world of work."[9] A third factor that appears to make some people more effective in their work than others is motivation. Klemp indicated his opinion (based upon research) is that how one perceives himself in regards to the ability to effect cause and change is an important part of motivation. Klemp's conclusions are that cognitive skills, interpersonal skills and motivational attributes can be taught within schools.[10]

The Regional Institute on Employment, Training and Labor Market Policy of Boston University conducted a survey of employers in the Worcester, Massachusetts area in 1976. One of the major conclusions of the study is that "many young workers take jobs shortly after high school graduation, but most of them do not settle into stable, long term career jobs for a period of several years." [11] Employers do not expect persons right out of high school to be starting a career with them. Therefore, they may not demand as high a level of performance of young persons in these "first" jobs. "There is the risk of acquiring such poor work habits here that a young worker cannot perform acceptably in other kinds of employment settings where behavior characteristics such as punctuality and reliability are indispensable." [12]

Employers reported they looked for "trainability" and "stability" in

employees to fill career positions. This is due to the heavy emphasis upon internal promotion. Employers "expressed great irritation with young workers who came for job interviews dressed in a manner they considered wholly inappropriate for the work place, who knew little or nothing about what the firm did, who expressed indifference about the job, who mumbled or were ill-mannered, and so forth." [13]

According to Charles Galloway, a "poor attitude" of students in the classroom may be actually a self-defense mechanism. The self-defense would be a means of saving one's own dignity in the face of repeated nonverbal and/or verbal "insults" directed at the child. The student develops an "I don't care" attitude directed at the teacher and/or other authority in order to be able to maintain self-respect. The carry over of this attitude and behavior, which is a defense built up so that one can still value his or her own self, may be what employers are seeing.[14]

Cohen and Lazerson feel "the school's role has been to socialize economically desirable values and behavior, teach vocational skills, and provide education consistent with students expected occupational attainment. As a result, the school's culture became closely identified with the ethos of the corporate workplace." [15] Another study which analyzed education to work linkages also found that schools often attempt to prepare persons for work by adopting "some or all of the characteristic of the workplace as their means for producing the unspecified, knowledge skills, attitudes, and values." [16]

Summary and Conslusions

In the introductory statements of this section this author hypoth-

ed that the cause of an increase in poor attitudes towards work among new employees might be due to:

1) educators giving misinformation or no information to students about what it means to work, or

2) schools reinforcing negative attitudes towards work, or

3) employers having 'unrealistic' expectations regarding employees attitudes to work, or

4) factors other than the information provided within schooling affecting attitudes towards work.

These possible explanations were explored by having a group of students and teachers complete Rokeach's Value Survey and by examining related literature.

Administration of the Value Survey resulted in a comparison of what two given groups of students and teachers feel a good employee would value. Core values shared by the four groups included "self-respect", "freedom", "happiness" and "responsible". "Capable" and "ambitious" were also ranked highly by all of the groups, except the Food Service students. As suggested earlier, value categories which employers would probably want employees to rank high would be "ambitious", "capable", a "sense of accomplishment", and "responsible". These students and teachers concurred regarding "responsible", "capable", and "ambitious", but the core value categories "happiness" and "freedom" could potentially be in conflict with some employment settings. "A sense of accomplishment" was ranked very low by Food Service students and between 6th and 8th by the other groups. The highly ranked terminal value "self-respect" would conflict with an employer's expectation of an employee only if he or she felt a need to deny that self-respect of the employee. In Galloway's

opinion, a denial of self-respect, could foster the development of an "I don't care" attitude.

Conclusions from the literature indicate the development of a good attitude towards work and successful work habits may be in part dependent upon one's previous experience with work and/or one's friend's, neighbor's, and family member's previous experience with work. A good attitude towards work might also relate to those motivators utilized by employers to enhance their employee's productivity. If many workers feel a "full appreciation of work done" and "important and meaningful work" are the most important characteristics of a job, the employer who uses this information may be more likely to have employees with good attitudes. It may also be important for employers to clarify with young workers the work habits required of a permanent, upwardly mobile employee.

Due to the very small sample of respondents who completed the Value Survey, one can not really conclude which of the four reasons delineated previously are the major cause of a poor attitude towards work. If educators are stressing "freedom" as a value category which a good employee would rank highly, they may be providing less than helpful assistance to students. Work is not often in a "free" type of setting which emphasizes individual choice, but is more likely to focus on group goals and pre-determined means for achieving goals. However, educators do seem to agree with what employers probably feel about employees being responsible, capable, and ambitious.

Schooling may reinforce negative attitudes towards work if self-respect is denied of students. Or, if schools become like a work-place

in order to prepare people for work, students might feel the same alienation as do workers in huge factories with non-challenging work.

The explanation that employers may have unrealistic expectations of employees is difficult to assess. If self-respect is denied, if any type of freedom, reponsibility or enjoyment are denied, employees probably will have a poor attitude towards work.

The possibility that other factors outside of school or work might be causing a poor atiitude towards is probably quite likely. If everyone an individual knows has a low paying, dull job, with no chance for advancement, their attitude towards work would probably be poor even prior to an interview for a job.

This entire area of attitudes toward working and enhancing the quality of work life through effective motivators needs to be explored much more.

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V

INNOVATIVE PRACTICES

Cooperative ventures between educators and employers are not new. The concept that education should link with the other major aspects of an individual's life is not new either. However, the means for accomplishing the linkage and cooperation are not so easily delineated or implemented. Some of the more innovative processes which have been designed and implemented will be discussed within this chapter.

Cooperative Activities

The National Association for Industry-Education Cooperation (NAIEC) is an organization based on the premise that "education and industry do not know each other well enough."[1] NAIEC has outlined possible industry-education activities to include:

1. INSTRUCTION AND CURRICULUM DEVELOPMENT
   - A. Community Resources Workshop (to identify and demonstrate usage of resources within the community which have educational value)
   - B. In-Service training (in such areas as economic education, career awareness for secondary school subjects, teacher internships in industry, curriculum development)
2. CAREER GUIDANCE
   - A. In-Service Training for Guidance Counselors
   - B. Career Guidance Materials for Students
   - C. Internships for Counselors (within industry)

3. MATERIALS AND SERVICE ACTIVITIES

A. Materials or Equipment Provided by Industry (to enhance learning in schools)

B. Speakers Bureau

C. Work-Study and Placement

D. Field Trips

4. EDUCATIONAL MANAGEMENT

A. Industry Helping Education to Manage by Objectives

B. Short and Long Term Planning

C. Analyzing Problems and Making Decisions

The National Center for Research on Vocational Education of Ohio State University has developed Business Industry, Labor Linkages: Handbooks for Improving Personnel Development Programs. These materials provide guidelines and recommendations for educators interested in forming cooperative relationships with business, industry, or labor organizations. The types of activities which are suggested and explained follow:

1) A staff development plan to involve business, industry, and labor;

2) Advisory Committee's membership including officials from business, industry and labor;

3) Establishing cooperative internship programs with business, industry and labor organizations serving as sites;

4) Personnel exchange programs between schools and other employing organizations;

5) Site visits for teachers, counselors and students to see business, industry, and labor in operation;

6) Conducting workshops which utilize business, industry, and labor expertise;

7) Use of resource persons from business, industry, and labor within the schools;

8) Securing programmatic support for cooperative efforts with business, industry, and labor.[2]

National Manpower Institute

The National Manpower Institute "was established in 1970 by a group of business leaders, academic administrators, and others seeking to bridge the gap between education and work."[3] Willard Wirtz and the National Manpower Institute released many of their ideas regarding policies for cooperation between educators and employers in the book, The Boundless Resource. Within The Boundless Resource, Community Work-Education Councils are proposed as a means through which "school officials, employers, members of the public engage collaboratively in developing and administering education-work programs."[4] In 1977 The Department of Labor appropriated funds for twenty-one Work-Education Councils in communities throughout the United States. The National Manpower Institute oversees the Work-Education Councils. Each of these twenty-one "collaborative efforts" have been unique to their own community and have chosen to focus on different aspects of easing the transitions between education and work. The Work-Education Consortum Project which assists the twenty-one Work-Education Councils identifies itself as "a response to the need for:

- improved community involvement in youth development
- better employer-school relations
- opportunities to combine work or service experience with classroom learning

- accurate information about laws and regulations affecting youth work and service
- school flexibility to permit change
- an understanding of career education
- accurate local occupational information
- effective placement services
- changing employer hiring practices toward youth
- follow up after high school graduation
- information on successful models [5]

One of the Work-Education Councils is located in Charleston, South Carolina. The Charleston Trident Work-Education Council has worked with and initiated such projects as; 1) An effort to increase articulation between schools, colleges and apprenticeships; 2) A Business, Industry, Education Day for high school students; and 3) Neighborhood Youth Employment Centers which offer vocational guidance and an odd jobs bank.[6]

The Livonia Area Industry/Education Council in Livonia, Michigan has been concentrating its efforts in the areas of a job opportunities communication system, and an analysis of employability characteristics necessary for entry-level employment. Council Membership includes representatives from the local Comprehensive Employment and Training Act (CETA) office, numerous businesses, the Metro AFL-CIO, the public schools, several colleges, and the Chamber of Commerce.[7]

An Analysis of Unemployed Youth, a Directory of Visual-Aides on Career Opportunities, and the development of an Early Work Experience Program are only a few of the programmatic thrusts of the Education-

Work Council of Upper Ohio Valley in Wheeling, West Virginia.[8]

Industry Initiated Cooperation

General Electric (GE) has been one of the corporations in the for-front of improving education-industry relations. In 1959 the Summer Guidance Fellowship Program was initiated. This program brings educators in teams from schools to learn about career education and how it can be implemented. Many on-site visitation programs to business-industry are included within the intensive summer program. GE's Educators-in-Industry concept also includes "career guidance booklets, posters and other materials for students, teachers, and counselors."[9] Another GE project has resulted in EXPO-TECH. EXPO-TECH is an exhibit trailer which has been taken to cities with large minority youth population in an effort to increase interest in technical and scientific occupations. From 1974 to 1977 approximately 127,500 students viewed EXPO-TECH.[10]

Another example of an industry-initiated relationship with educators is Project Confidence of the Colorado Association of Commerce and Industry. One of Project Confidence's major thrusts is "Colorado Communities for Business and Education Interaction." Some of the activities which have developed have been: 1) leadership workshops where business and educational leaders establish goals and timelines for "implementing cooperative ventures;" 2) a booklet entitled Learning About Business, which delineates the "economic benefits a business or industry adds to a community" and 3) economic education for employees.[11]

Professional Association

A regional association whose membership includes educators and employers in the Southwestern Illinois labor market is entitled The Consortium of Vocational Educators and Employers (COVEE). The association's business and quarterly meetings of the full membership are held throughout the seven-county area. COVEE's staff is a part of the Southwestern Illinois Planning Commission. The organization is funded by a grant from the Illinois Office of Education, Department of Adult, Vocational and Technical Education. COVEE plans to "serve as a forum for the discussion and solution of problems plaguing employers, employees and public institutions in Southwestern Illinois."[12]

Occupational Information

A new federal program is attempting to "encourage the development and extension of systems to provide occupational information to persons who are in the process of career exploration and decision-making." This project is called The Occupational Information Systems Grants Program and is being piloted in eight states. The Ohio Career Information System (OCIS) is a part of this pilot study. OCIS involves a computerized data base with ten files:

1) State Occupational File
2) National Occupational File
3) Vocational School File
4) Proprietary School File
5) Two Year College File
6) Four Year College File
7) Scholarship File

8) Graduate School File

9) State Financial Aid

10) Armed Services Occupations

An individual can selectively search through the various data files to answer his or her questions about careers, education, and labor market information. The terminals for access to OCIS will hopefully be available in many schools and libraries throughout the state.[13]

OPTIONS, Adult Career/Education Services Inc., is another example of an innovative means to deal with problems of lack of information about education and work and their relationships. OPTIONS, which operates out of the Public Library of Columbus and Franklin County, Ohio is a brokering service which "assists adults in making educational and career decisions."[14] It serves in a capacity similar to a vocational guidance service for adults not associated with an educational institution or whom are otherwise not well equipped to obtain needed information about training needed for jobs.

The purpose of increasing access to information and forming cooperative relationships is to increase the effectiveness and efficiency of both education and business/industry and any other establishment of employment. Numerous formal and informal means can be utilized to achieve these purposes. Different communities and groups have designed the processes they feel will best suit their particular situation. Sharing information about ways of increasing access to information about jobs and education, and examination of the common goals of educators and employers is worthwhile in that it builds upon the accomplishments and advances of others.

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VI

SUMMARY AND CONCLUSIONS

The purpose of this study has been to examine the factors which influence cooperative relationships between schools and employing organizations. Historical factors have been discussed, as have recent social phenomona, legislation and current vocational education practices as they relate to employer-educator cooperation. Original research looked at the expressed willingness and preferred means of cooperation of educators and employers. In addition, the problem of many young workers' "poor attitudes" was explored. Innovative ways of facilitating communication and cooperation between educational institutions and employing organizations were also delineated.

In examining the historical relationship between schooling and preparation for work, it was determined that only within the past 100 years approximately has school been thought to be a major part of an individual's preparation for employment. This came to be more and more as education for the common man and compulsary education were institutionalized.

Within the past twenty years there has been a great deal of support for the concept of vocational education. Trends such as rising unemployment and working women have further increased job training and career education within schools - both K-12 and post-secondary educational institutions. Federal legislation and appropriations have also influenced how educators and employers work together. The Original Research which was conducted within Central Ohio focused primarily on the

attitudes and opinions of educators and employers towards joint cooperation. Surveys utilizing instruments designed for this study were administered to individuals representing school systems and employer associations. In addition, employers being questioned regarding emerging occupations were asked their opinion of cooperation with educational institutions. Both groups thought very favorably of working together, though it does appear educators must take the initiative and request specific help from the employers.

Employer 's concern for young persons with poor attitudes towards work instigated a study of the possible causes of that occurance. Due to the limited size of the sample no generalizable conclusions can be drawn, however because of the great interest in this topic further research might be a means for bringing educators and employers closer together.

Descriptions of ways in which different communities have attempted to work towards cooperation between educators and employers were also provided. Work-Education Councils, professional associations, and computerized information systems are examples of the variety of ways to meaningfully improve transitions between school and work.

Agreement on and willingness to cooperate in a joint venture is, of course, and important factor in the successfulness of any effort to bring educators and employers closer together. Within Central Ohio there does appear to be a high degree of agreement as to the virtues of collaboration by employers and educators. On the informal, or one-to one basis there is communication and cooperation currently taking place. A number of employers indicated they either served on vocational

education advisory committees or occasionally spoke to classes of students. Personal initiative is an important determinant in one-to-one or informal cooperative projects. Some advisory committees appear to be a very effective means of communication flow and information exchange, while others exist only on paper.

The communities which have utilized a broader structure for their cooperative efforts, such as Work-Education Councils or associations with a staff, seem more likely to be able to achieve long range goals. Institution-to-institution linkages are needed to ensure stability and increased access to information and other resources needed for educators and employers to work together. If only one-to-one or informal cooperation occurs, the chances for articulation and programs of wide impact to occur are lessened.

There is a wide range of types of cooperative relationships which exist and achieve results. Therefore, one cannot say any one combination of factors or how-to-do-it instructions would guarantee a successful cooperative relationship. The higher the priority and the more resources (time, energy, money, and so on) expended by all involved parties, the more likely a successful relationship will grow.

Local involvement is crucial, however. It seems unlikely that cooperation could be mandated in any way by the federal government and prove effective. Personal interest is needed, along with some means of structure to allow greater participation.

Student interest in preparation for work usually enhances school-employer cooperative efforts. If employers would take advantage of this interest to convince students of the extreme importance of mastery

of the basic skills and introduce them to the concept that learning does not stop when one finishes one's schooling, perhaps many student's motivation to learn more traditional subjects could be increased.

However, the fact that many young persons spend several years exploring different types of jobs and career options may mean that preparation for a specific vocational skill in high school is premature. What should be increased perhaps in high school would be information about the world of work, what employers expect, how work and the rest of one's life fits together, and for example, that most person change jobs and may even switch entire lines of work several times within their lifetime.

If educators perceive their main function to be preparation for work, then communication with employers is crucial for matching school exit requirememts with job entrance requirements. However, the schools main function over time has not particularly been preparation for work, but more often has been transmission of knowledge in areas such as reading, writing, and computation. It may be schools have over-reacted to current (occuring during the last 75 years or so) economic and social trends and have over-specialized in job preparation. Although working is an important part of most persons' lives, very few people remain in one position their entire life. Therefore, job preparation and re-education is needed more by adults than by youngsters who need to experimentally explore for themselves, to some degree, prior to choosing a career area. An examination of the school's suitability for serving as preparation for work would be useful.

Assuming, however, that preparation for work is one of schooling's

main functions, more research is needed in assessing the effectiveness of cooperative relationships and projects as the means of improving a school's capability to prepare and individual for work. Or, as Klemp indicated (page 73), perhaps the best preparation for work which schools could provide would be to help students become:

1) effective conceptualizers,
2) self-motivators, and
3) good interpersonal communicators.

Further study of what attributes affect a good collaborative process between educators and employers is needed. A path analysis which identifies and measures different factors involved in a joint venture - such as 1) attitude of involved parties, 2) staff or voluntary participation, 3) one-to-one linkages or institution-to-institution linkages, and 4) prioritizing and achievement of goals - might be useful. Also, further investigation into what causes a "poor work attitude" and what, if any, changes in schooling or in the work site might help people who are unhappy in their jobs would be welcomed by many employers. A conceptual analysis of the variations in ways of integrating schooling and working is important since there are such gaps now between these functionings. Overall, the entire issue of schools serving as preparation for employment, and how that is best achieved needs much more examination.

APPENDIX

EMPACT

EMERGING MANPOWER PROJECT FOR THE ASSESSMENT AND COORDINATION OF TRAINING

FACT SHEET

The Emerging Manpower Project for the Assessment and Coordination of Training, EMPACT, is a special project of the Division of Continuing Education, Columbus Technical Institute. The purpose of EMPACT is to provide leadership and focus for community decision-makers for the facilitation of problem solving involving: the identification of emerging occupations; relevant educational resource availability; unemployment; the transition from education to work; and the quality of work-life.

To accomplish these goals, EMPACT is carrying out two major thrusts of activities. The first efforts are aimed at bringing together representatives of business/industry, education, manpower, and labor for discussion and work towards the solution of shared concerns. The second major activity involves conducting research regarding the identification and analysis of emerging occupations. The data collected regarding emerging occupations (those which are either technologically new, new to the Columbus locale due to new businesses, have a very high expected growth rate, or are undergoing re-definition) will be compared to information regarding the availability of related educational resources. The results will enable educational institutions to plan for the provision of training in needed areas.

EMPACT receives sixty-six percent of its operating funds from a Title I, Higher Education Act grant through the Ohio Board of Regents. The remaining portion of the budget is matched by Columbus Technical Institute. Jill F. Russell is Coordinator of Project EMPACT. Supervision is provided by Dr. Carol Fought, Director of the Division of Continuing Education and Mr. Max Brinkman, Supervisor of Special Courses. In addition, an Advisory Committee composed of representatives from the community meets regularly to offer guidance and input for EMPACT.

If you would like to be involved in EMPACT, please contact Jill Russell. Your assistance will be appreciated.

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ADVISORY COMMITTEE: Carl Anderson, Coopers & Lybrand and Columbus Area Chamber of Commerce; **Newton Brokaw**, Columbus Industrial Association; **Sister Thomas Albert Corbett**, Ohio Dominican College; **Irvin Lowry**, Columbus-Franklin County CETA Consortium; **Mary Moyer**, Battelle; **Ruth Osborne**, Columbus and Southern Ohio Electric Company and Central Ohio Personnel Association; **George Rieser**, Central Ohio Management Association; **Fred Ricketts**, Columbus Public Schools; **Richard Rees**, Community Information Referral Service, Inc. (CALL); **Marcus Sandver**, Center for Human Resource Research, Ohio State University; **Earl Stephenson**, Office of Manpower Development, Ohio Department of Administrative Services; **Guy Tiberi**, Human Resources

COLUMBUS TECHNICAL INSTITUTE
TWO-YEAR TECHNICAL COLLEGE
DIVISION OF CONTINUING EDUCATION

CAROL A. FOUGHT, Ph.D.
Director

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(614) 221-6743

May 16, 1978

Project EMPACT is trying to help you, as an employer, meet your needs for qualified employees in emerging or high growth occupations. This is being accomplished by surveying selected employers in Central Ohio regarding their projected employment needs for a number of specific occupations. The information which is gathered will better enable local educational administrators to plan job training according to your needs.

EMPACT (Emerging Manpower Project for the Assessment and Coordination of Training) is a special project of the Division of Continuing Education, Columbus Technical Institute. The purpose of EMPACT is to identify and analyze "emerging" occupations in Central Ohio. For the purpose of this research, the term "emerging" is being defined as an occupation which is growing due to; 1) a new technological development; 2) a redefined or changing job description; 3) high growth due to increased demand for services; or, 4) new business to the locale.

Within several weeks, an individual of the staff of Project EMPACT will be calling you to arrange a personal interview at your convenience. The purpose of the interview is to discuss the employment projections of your business regarding one or more specific occupations. Your company was selected on the basis of a random, stratified sample of employers in this area. All data gathered will be confidential, to be released only in aggregate form. We would appreciate your cooperation.

Sincerely,

Jill F. Russell

Jill F. Russell
Coordinator, Project EMPACT

RICHARD O. BOMHARD
Evening Supervisor

M.H. BRINKMAN
Supervisor, Special Courses

LAWRENCE S. DILKS, Ph.D.
Supervisor, Off-Campus Programs

GEORGE J. FOSS, Ph.D.
Coordinator, Continuing Education for Elders

JILL F. RUSSELL
Coordinator, Project EMPACT

Purpose: Identification and analysis of emerging and high growth occupations in the Central Ohio area for the facilitation of educational planning.

Date _____

Interviewer _____

Part 1 of _____

Coding

Project EMPACT
Continuing Education
Columbus Technical Institute
550 E. Spring Street, Box 1609
Columbus, Ohio 43216
(614) 221-6743, ext. 264
Jill F. Russell, Coordinator

SURVEY OF EMERGING OCCUPATIONS

Part 1 A (1-2)

ORGANIZATION CODE (3-8)

OCCUPATIONS (9-13)

1. Formal Name of Organization: _____ (14-33)

2. Address: _____ (34-60)
number street city zip

3. Individual being interviewed:
Name: _____ (61-80)

coding for new card 1 B (1-8)

4. Phone: (9-15)

5. Organization's major product and/or service: _____ (16-41)

6. Organization's current full-time equivalent employment: (42-45)

Complete these questions after Part 3.

7. Would you be interested in continuing to assist CTI or other educational institutions in educational planning efforts? yes=1 no=2 (46)

8. How do you feel about educational institutions coordinating with business/industry?

_____ (47-79)

9. Thank you very much. Like a copy of results? yes=1 no=2 (80)

10. Additional Comments: 1 C (1-8)

_____ (9-80)

Complete one Part 2 for each occupation

Interviewer's initials _____

Page ___ of ___

Coding

Part 2 [2][A] (1-2)

ORGANIZATION CODE [ ][ ][ ][ ][ ] (3-8)

OCCUPATIONS [ ] (9)

_____

(D.O.T. title) Read

11. Organization's job title: _____ (10-24)

12. Organization's description: _____ (25-44
_____
_____
_____

13. Usual recruitment and hiring procedure: _____ (41-49)
_____
_____

14. Probable career path and time period for promotion: _____ (50-60)
_____
_____

Code for new card and occupation code -(last digit) [2][B][ ][ ][ ][ ][ ][ ] (1-9)

15. Specific skills and aptitudes needed: _____ (10-34)
_____
_____
_____
_____

16. On-the-job training
who conducts: _____
formal/informal: _____
time: _____ (35-60)

17. Appropriate for an internship? yes -1 no-2 [ ] (61)

18. Any related occupations from which individuals can transfer easily? (not limited to within the organization) _____ (62-78)
_____

19. Expected difficulty for filling the position (locating qualified applicants):
1. very hard
2. medium
3. easy
[ ] (79)

20. Are the industry-wide expectations for growth for this occupation:
1. high
2. stable
3. decreasing
[ ] (80)

Complete one Part 3 for each occupation

Interviewer's initials ____

Page ____ of _____

Coding

Part 3 ☐ (1)

ORGANIZATION CODE ☐☐☐☐☐☐ (2-7)

OCCUPATIONS ☐ (8)

21. Minimum educational level (years): ☐☐ (9-10)

22. Specific educational courses or degrees preferred: _____ (11-40)

23. Preferred source of education:
    a. high school- general
    b. high school- vocational
    c. two year-technical or community college (associate degree)
    d. proprietary school
    e. four year-liberal arts college (baccalaureate degree)
    f. graduate school (post B.S.)
    g. organization internal training
    h. other post high school training ☐ (41-45)

24. Years of related experience: ☐☐ (46-47)

25. Special requirements:
    a. licensing
    b. physical
    c. union
    d. apprenticeship
    e. special tools or equipment
    f. special course training ☐☐☐☐☐☐ (48-53)

26. Employment figures: current ☐☐☐☐ (54-57)

27. Projected: 12 months ☐☐☐☐ (58-61)

28. Projected: 3 years ☐☐☐☐ (62-65)

29. Projected: 5 years ☐☐☐☐ (66-69)

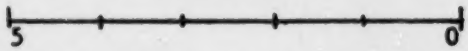
30. Expected percentage to be filled by internal promotion?: ☐☐ (70-71)

31. Starting wages: (only one)
    a. hourly
    b. monthly
    c. yearly ☐☐☐☐☐☐ (72-77)

GO BACK AND COMPLETE PART 1!!!

Survey of Central Ohio Associations

1. Do you feel your organization's tax dollars which go towards public education (elementary, secondary, post-secondary) are being well spent?
(5 indicates you are very satisfied)
(0 indicates you feel the majority of schools are of very little benefit to the community)



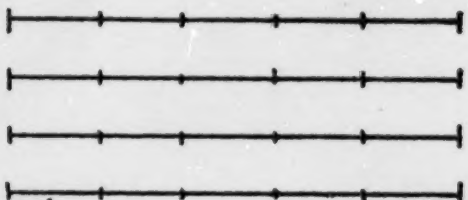
2. Are most (80%) new employees (entry level) appropriately educated in terms of:

a) basic skills (3 r's)

b) job skills

c) work attitudes

d) knowledge of world of work



3. How do you view the following areas toward which public education can devote time and effort?
Rank the goals from 1-14, using one number only once, 14 being most important, 1 being less important than the others (although it may still be a viable goal).

Educational goals	Rank
a) job readiness	____
b) imparting traditional subject matter knowledge	____
c) citizenship	____
d) desire to learn	____
e) self-worth	____
f) health and safety	____
g) character	____
h) tolerance	____
i) language skills	____
j) family living	____
k) applying information	____
l) democracy	____
m) culture and beauty	____
n) understand change	____

4. Would you find the following services useful if offered by post-secondary educational institutions (in accordance to your input)?

a) orientation of new employees	yes___ no___
b) in-service education of current employees	yes___ no___
c) planning career paths for upwardly mobile women and/or minorities	yes___ no___
d) recruitment of new employees	yes___ no___
e) clearinghouse regarding available educational programs and services	yes___ no___
f) research findings for applied fields	yes___ no___
g) teaching economics to employees	

5. Would you be willing to interact with representatives from post-secondary educational institutions in the following ways?

a) cooperate with shadow and/or interning programs yes___ no___
b) allow groups of teachers and/or counselors to observe your business yes___ no___
c) conduct joint training programs with schools yes___ no___
d) talk to groups of students about your business yes___ no___
e) serve on Advisory Committees for job skill curriculum programs yes___ no___
f) represent your company on a Work-Education Council which tries to coordinate efforts of Education, Business/Industry, Manpower, Labor yes___ no___
g) contribute to a Work-Education Council on the basis of number of employees yes___ no___
h) participate in regular information-gathering surveys yes___ no___
i) regularly inform employees of related educational programs at local colleges yes___ no___
j) assist in curriculum development efforts yes___ no___
k) advise educators as to learning resources and assist in obtaining resources yes___ no___
l) compile information that will aid in determining manpower needs yes___ no___
m) advise student associations yes___ no___

6. Have you ever participated in a successful joint effort with an educational institution in the past? yes___ no___
Briefly describe

7. If you have participated in a joint effort which you feel was not successful please describe briefly, indicating why you feel it did not work well.

8. What initiatives could educational institutions take which would improve their services?

9. In general, what is your reaction towards the concept of Education coordinating with Business/Industry and other employing organizations?

Questionnaire
(Survey of School Officials)

Alright, the first few questions you will answer by using a scale from 1-5.

Number 1- What type of role do you feel persons from business/industry, or other employers should take regarding curriculum within public schools?
- a scale of 1-5, with 5 being a very active role and 1 being a non-participating role.

1. ___

Number 2- How would you rate the teachers' working knowledge of economics, in your system?
- a scale of 1-5, with 5 being an excellant working knowledge, and 1 being very inadequate.

2. _____

Number 3- How do you think each of the following groups, which I will name, would rank the importance of increasing teachers' understanding of economics and the world of work?
- a scale of 1-5, with 5 being a very high priority and 1 being not important.
(May want to read the question by inserting the name of the group in question).

Teachers	3a. _____
Parents	b. _____
Administrators	c. _____
Employers	d. _____
Students	e. _____

O.K., the last three questions require yes/no responses.

Number 4- If available, which of the following types of in-service would you feel would be most useful for your teachers?

- Sequence of courses for graduate credit which deal with principals of economics, practical applications, and teaching strategies.
Yes _____ No _____

- Half or full day in-service on specific economic principles
Yes _____ No _____

- Half or full day in-service on curriculum materials and community resources.
Yes _____ No _____

Question 4 continued...

- Half or full day in-service on teaching strategies.
Yes _____ No _____

- Workshops for the development of teaching units.
Yes _____ No _____

- In-depth help in revising the economics curriculum.
Yes _____ No _____

- Structured activities with business/industry officials or other employers.
Yes _____ No _____

Number 5- What kinds of assistance would the teachers within your system like from employers to help acquaint students with economics and the world of work?

- Allowing teachers and counselors to observe business operations.
Yes _____ No _____

- Allowing students to observe or otherwise participate in business operations.
Yes _____ No _____

- Employer participation on related curriculum committees.
Yes _____ No _____

- Advising related student associations.
Yes _____ No _____

- Informing teachers about available learning resources they might use.
Yes _____ No _____

- Speaking to classes about jobs and industries.
Yes _____ No _____

(If the answer for the last choice is yes), For which of the following topics would you be most interested in having speakers?

- Descriptions about jobs.
Yes _____ No _____

- Consumerism.
Yes _____ No _____

- Descriptions about industries.
Yes _____ No _____

- Inflation.
Yes _____ No _____

Question 5 continues...

- Hiring and other personnel procedures.
Yes _____ No _____

- How companies operate.
Yes _____ No _____

- Taxes.
Yes _____ No _____

- Government regulation of business.
Yes _____ No _____

- The functions of unions.
Yes _____ No _____

- Economics of running a business.
Yes _____ No _____

- Family finances.
Yes _____ No _____

- Work attitudes.
Yes _____ No _____

- Investments, stocks, and bonds.
Yes _____ No _____

O.K., this is the last question.

Number 6- Do you know of any cases when teachers in your school system have participated in successful joint efforts with individuals from business/industry?
Yes _____ No _____

If yes, what factors do you feel contributed to the successfulness of the effort?

_____

_____

_____

_____

O.K., that's all of the questions. Would you be interested in knowing the total results?
Yes _____ No _____

What is the best address to mail that to?